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ABSTRACT

This guide for learning-disabled postsecondary students in Colorado was prepared from information obtained in a survey of 43 postsecondary schools and colleges in Colorado. An introductory section titled "Getting Started" explains the types of postsecondary schools, admissions policies, terminology, and types of services for learning-disabled students. Individual descriptions of 43 postsecondary schools provide information on the type of school, enrollment, housing availability, admissions and registration, identification and assessment of learning- disabled students, program, instructional support, counseling, and program emphasis. Appendixes contain: (1) a questionnaire titled "Choosing a Postsecondary School," which helps students examine their own goals and needs and the characteristics of prospective schools; and (2) an annotated list of 18 resources for students, teachers, and counselors. (JDD)

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A Handbook of Post Secondary Services for Students with Learning Disabilities

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Special Education Services Unit
Colorado Department of Education
August 1988

COLORADO

OPTIONS

A Handbook of Services for the Learning Disabled at Post Secondary Schools in Colorado

Prepared by
Lois Adams
Pauline Stein
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DEDICATION

To all students in Colorado with learning disabilities who, none-the-less, can think, conceive of original ideas, compare and play fine music, produce and appreciate inspiring art and write beautiful poetry. These students deserve a future in this society, for they, too, can learn if given the opportunity and the support they need.

ACKNOWLEDGEMENTS

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PREFACE

This book was prepared by the Special Education Department of the Colorado Department of Education to fill a very special need of learning disabled post secondary students in Colorado. Although much information is available to help the regular student make post high school plans, only recently has data been collected for learning disabled students.

This guide was prepared from information obtained through responses to a comprehensive questionnaire which was sent to all post secondary schools and colleges in Colorado, two and four year state schools, private four year schools, and private two year schools that are approved by the Association of Independent Colleges and Schools. Visits were not made to confirm written replies. Forty-seven questionnaires were distributed. Forty-three were returned.

This guide should be used in conjunction with other sources available through school counselors or libraries. A listing of useful books and guides appears in the glossary of this booklet.

GETTING STARTED

COLORADO OPTIONS is for you! This book describes schools available to any person who wants to continue education after high school. These schools are called "post secondary" schools. Most importantly for you, Options concentrates on how these schools work to help students with learning disabilities. Remember that the reports on the schools reflect what their representatives reported to the authors. No visits were made to any campus. You will want to visit the schools which catch your interest and which appear to provide the support you believe works best for you.

As you use this book, keep in mind that it is possible to be successful in a college or a vocational school provided that the school offers the support you need. This means that you must know your own strengths and weaknesses, accomplishments and failures, career goals and personal values. You must also discover what kind of support the school will offer you. Does it fit your particular needs? Specific questions appear at the end of the book which will help you gather information. See "Choosing a Post Secondary School: Guideline Questions." (Appendix I).

Not all information you need to have about Colorado schools appears in Options as it concentrates on services for students with learning disabilities. Thus any prospective student should visit a high school counseling center or a public library to review school catalogs and post secondary resource books. One book which will be especially helpful is the Colorado Council Handbook (Appendix II). This book is easy to use and has much information. Should you want to buy one, information is given in Appendix II about how to go about it. The entire listing in Appendix II should be of interest to you as you make your decisions.

When you have narrowed your choices to two or three schools, it is important to plan to make on-campus visits. The contact person listed at the top of each school description should be called so that your visit will be productive. You will want to not only meet the people who will assist students who have learning disabilities, but you will also want to visit regular classes and talk to the instructors. Most of your education will take place in those classes. The "Choosing a Post Secondary School: Guideline Questions" will be helpful to have with you for it includes questions you will want to ask when you visit each school.

To clearly understand your post secondary options, it is important to know that there are several kinds of post secondary schools:

Community Colleges

These schools grant an Associate of Arts Degree (A.A.) as well as vocational certification. Some academic courses are required such as math and English in addition to vocational courses. A vocational certificate does not always require a full two years to complete.

Vocational Schools

These schools grant vocational certificates after intensive vocational training. In Colorado there are eight public plus many private vocational schools. The public schools are much less expensive that the private. Options discusses vocational schools which are certified as two year colleges. For a complete list of all the vocational schools in Colorado, see Colorado Private Occupational School Directory. (Appendix II)

Four year schools: Colleges and Universities

These schools grant either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) after the successful completion of a broad, academic program. These schools may be public or private.

Costs vary widely. For a complete list of the four year schools in Colorado, see Colorado Council Handbook. (Appendix II)

Now that you have read about the variety of post secondary schools in Colorado, you will need to know about applying for admission. There are two kinds of admissions policies:

-Open Admission Policy

This means a school will admit any student who applies if he/she meets very minimal requirements. Area vocational schools and community colleges often have open admissions policies.

-Selective Admissions Policy

This means that a school has determined very specific requirements which a student is expected to meet. For example, a certain score on the SAT or the ACT, a certain grade point average, and a certain rank in your high school graduation class are necessary. Occasionally a school will demand a personal essay about you and why you have chosen that school. Sometimes you are asked to write about a variety of other subjects. It is very important that you are very clear about what the schools you have selected demand.

Note: It is important to know that many schools will allow exceptions to their admissions policies for a student with learning disabilities.

Some of the terms described above may need explanations:

-SAT is the Scholastic Aptitude Test

-ACT is the American College Test
Both tests are designed to measure your aptitude for college work. Selective admissions schools require one or the other. Important allowances can be made, if requested, and if you have a documented learning disability. You may apply to take either test on an untimed basis, you can request cassette tapes to listen to if reading is a problem, or you can request a large print edition of the test. You should arrange to take the test sometime during the year prior to application to school. A modest fee is charged. A counselor or your learning disabilities specialist can help you apply and will notify you regarding the time and place of the examination.

-GPA is your grade point average
All of your grades are averaged together for your entire high school career to date. An "A" usually counts four points, a "B" three points, a "C" two points, a "D" one point. No points are awarded a failing grade. Your transcript should include your GPA. Your high school counselor will help you calculate it if it does not. Be sure the number you submit is for all of your courses and not just one semester.

Some things are important to understand as you begin to check into schools:

SECTION 504 OF THE REHABILITATION ACT OF 1973--
This is a federal law which is sometimes called the "civil rights statute for disabled individuals." It says that "No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Since most post secondary schools receive federal money for financial aid to students, they are required to ensure that qualified handicapped students have the right to enter colleges and participate in their programs. The problem at this time is that everyone is still learning about and interpreting what this law means for learning disabled students to enable them to participate in the school's program. The kind of help and the names of programs offering help are very different from one school to another.

Two of the most common types of programs are:

-"Student Support and/or Supplemental Services"
This is the title used to describe a general program designed to help all individuals with specific needs. This kind of program often offers tutoring and small group assistance in course content and specific skill areas. Usually the services are supplied by people without special knowledge of learning disabilities.

-Learning Disabilities Program
These programs vary widely and not all schools have one. Often they are a part of the "Student Support and/or Supplemental Services Program." To really have a clear picture of a specific program, it is necessary to discuss the services offered with the personnel who staff the program.

Remember that you are looking at the kind of support a school has to offer <u>you</u>, a person with unique needs. In order to be sure your needs are truly going to be met, you must be an advocate for yourself.

-Self Advocate
A self advocate is someone who speaks or writes in support of himself or herself. In order to obtain help and support, you need to speak up in your own behalf and explain what you want in a calm, assertive manner to teachers, counselors, advisors, friends and all people who work in the Support Services or Learning Disabilities Program. This may be hard to do. You will need to practice what you want to say and how you are going to say it with a person you can trust. Many schools have claimed that the absolutely most important thing students who have a learning disability can do is to tell the admissions people of their problems. This will enable student and school to work closely from the first moment. Being your own advocate will be the key to a successful school experience.

This has been a great deal of information to absorb. Don't try to remember it all. Keep <u>Options</u> handy so you can check each time you have a question. Start using this information as a way to begin the hard decision making process of choosing a supportive post secondary school which meets your special learning needs.

HOW TO USE THIS BOOK

This booklet, Options, was written to assist the learning disabled student make informed choices about post secondary education in Colorado schools.

In order to choose a post secondary school intelligently, a prospective student must be well informed about himself/herself and about the school under consideration.

As the student looks at himself/herself, he/she must become very precise and honest about needs and capabilities. In order to help the student clarify these two areas, a questionnaire, "Choosing the Appropriate Secondary School" is included in the appendix. The student should take the time now, with his family, counselors and teachers to fill this out. When the student has completed it, his/her own profile will be defined.

When examining a possible school, six areas will be important to the L.D. student.

First, knowledge of admissions requirements and registration policies is essential. The schools are clear on what they require from the students and what they will adjust for the learning disabled. The student will know if he/she meets the requirements.

Second, the student will want to know about the screening for academic proficiency as well as the opportunity for in-depth assessment should it be necessary to help build an academic time line and plan.

Third, examination of any special program the school may offer is vital. The student will want to know how long a program has been in place, what kind of students are served, who directs the teaching, what is taught and by whom. Especially important is whether the program was designed with the learning disabled student in mind or if it is a generic program for any student needing academic help.

Fourth, the student must know the kind and extent of support instructors will provide in the classroom. It will be important to the student to match this support to his/her own needs. The ability of the instructors to support the learning disabled student in class is possibly the most significant aspect of any post secondary school program.

Fifth, the student should understand what counseling services are available and if they are social/emotional or career/vocational or both, who provides the services and if they are tailored to fit the needs of the learning disabled student.

Sixth, it is important that the student recognize what the program, if there is one, emphasizes. All of these areas are covered for each school discussed in this booklet.

When the student has determined his own profile he/she needs to match it to several possible schools. Then he/she should call these schools and talk to the contact person. If at all possible, go for a visit to examine in person both the campus and the special programs. The student must be sure that his/her choice complement his/her personal profile.

Only after the student has done all of these things will he/she be in a position to start serious choice making.

NAME:
Adams State College

TYPE OF SCHOOL:
Four year state college

ENROLLMENT:
2,000

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Lawrence T. Gomez
Dean of Students
Richardson Hall 234
Alamosa, CO 81102
Telephone: 719/589-7221

ADMISSIONS/REGISTRATION:
Entrance requirements include a GPA of 2.5, a total minimum ACT score of 19, and placement in the upper two thirds of the high school class.

A certain percentage of students who do not meet qualifications are admitted. Policies are the same for all students. No special arrangements are made for the L.D. student during the admissions or registration procedure. No credit is granted for remedial college course work; however, some required courses may be waived, or taken elsewhere and transferred in, or a student may test out of a course.

IDENTIFICATION AND ASSESSMENT:
All students are screened for skill level by their counselors. Certain classes are screened by special services personnel.

PROGRAM:
The L.D. program, serving 20 students, has been operating for 10 years under the direction of a full time director, three part time counselors and 30-40 part time tutors. It is part of a larger program, the Academic Enrichment Center/Student Support Services Program, which serves approximately 400 students annually. Any student who is assessed as having a handicap or any other students who require assistance are eligible. The program provides individual tutoring and small group instruction in basic skills, content areas, study skills, time management, remedial reading, writing and math. A course is offered in basic skills. Tutors, mainly peers and graduate students who have not been especially trained, and content area specialists provide support.

INSTRUCTIONAL SUPPORT:
Test taking assistance may include readers, scribes, extended time, alternative settings, oral testing, tape recorded answers and word processors. In-class assignments may be completed outside of class and dictating and editing services are available. Instructors sometimes provide written outlines of lectures, detailed syllabi and direct instruction of new vocabulary.

Technical aids may include taped and/or highlighted texts, tape recorders, note takers and opportunity to use dictionaries and calculators in class and on tests.

COUNSELING:
Career/vocational counseling, assessment and job placement services are offered to all students with some support from program personnel and the Colorado Division of Rehabilitation. Individual social adjustment counseling is available through the counseling department. Services are offered free of charge.

PROGRAM EMPHASIS:

1. Individual and/or small group support
2. Counseling for social/emotional issues
3. Career/vocational assessment and counseling

COMMENT:
Schools must work to foster independence, not dependence, and self confidence in students.

NAME:
Aims Community College

TYPE OF SCHOOL:
Two year local district college

ENROLLMENT:
6,260

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED
CONTACT:
Janet Krause and Joann Wilcox
Supplemental Services Supervisors
Box 69
Greeley, CO 80632
Telephone: 303/330-8008, extension 388 or 496

ADMISSIONS/REGISTRATION:
Aims College has an open admissions policy; however, admission does not assure acceptance of an individual student into a particular course or program. Grade point average is considered, as are ACT or SAT scores which are used for placement. For special needs students an interview may be requested. There is no special mechanism to identify the L.D. student nor are there special arrangements for choice of instructors or financial aid.

Credits toward graduation are granted for study skills and career exploration classes. Required courses may not be waived.

IDENTIFICATION AND ASSESSMENT:
All students are screened at admission to determine skill level. Sometimes instructors do informal testing in their classes. Should more testing be indicated, it is available at no charge through the counseling or assessment centers. Results are discussed with the student who is urged to share them with his advisor, instructors, Supplemental Services staff and parents. Sometimes the Supplemental Services staff discusses them with the academic advisor and other agencies if appropriate. Results are used to plan an educational program.

PROGRAM:
The Supplemental Services Program, has been operating for 13 years. It has three coordinators. This program serves handicapped and disadvantaged students who are not maintaining a passing grade. Last year 1,136 students, including L.D. students, were referred.

Individual students are provided the kind of support services necessary for the student to make progress in his/her program. Tutoring is provided for course content, study skills, time management, reading, writing and math. Technical aids include taped texts, tape recorders, note takers, and computer assisted software to supplement course work. All services are available at no charge.

Aims Community College does not have special programs or trained personnel to work with learning disabled students.

INSTRUCTIONAL SUPPORT:
During examinations instructors sometimes allow students to use extended time, alternate settings, scribes, readers, oral testing, word processors, tape recorded answers, and may provide a variety of test forms. In-class assignments are adjusted infrequently. Instructors sometimes use a variety of teaching methods and provide detailed syllabi in addition to occasionally using programmed self-paced instruction in class.

COUNSELING:
Career/vocational counseling, assessment and job placement services are offered to all students without charge.

PROGRAM EMPHASIS:
1. Academic support services to students
2. Assessment and placement at the appropriate level
3. Counseling services

COMMENT:
The program works with individual students to provide the kind of support services necessary for the student to make progress in his/her program.

NAME:
Arapahoe Community College

TYPE OF SCHOOL:
Two year state community college

ENROLLMENT:
6,800

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Judith A. Patterson, Ph.D.
Learning Disabilities Specialist
5900 South Santa Fe Drive
Littleton, CO 80120
Telephone: 303/797-5610

ADMISSIONS/REGISTRATION:
This school has an open door admissions policy; however, a few programs do have selective admissions procedures. All applicants 18 years old are admitted. Learning disabled applicants are urged to disclose their disability on their applications and request services. All students may receive financial aid if they qualify.

There is no opportunity to select instructors at registration, and no credit is granted for remedial course work; however, courses may be waived or substitutions may be made with approval of the Academic Standards Committee, a course may be taken elsewhere and transferred in, and a class may be audited or taken for pass/fail credit.

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admissions procedure to determine level of skill proficiency. Learning disabled students are urged to indicate their need for assistance on their applications. Previous assessments completed prior to enrollment should be made available to the college. Some informal testing is done in classes and some classes are screened by program personnel. Should more extensive assessment be necessary, it is available from the consulting psychologist, the L.D. specialist, and a career counselor. Results are discussed with the student who is urged to share them with his academic advisor, instructors and parents. Staff further discusses results with the student's academic advisor and data is used to develop an educational plan and program.

There is no cost for the service.

PROGRAM:
The program, serving 13 learning disabled students, has been operating for two years under the direction of a half time L.D. specialist. It is part of a larger program which serves all handicapped students enrolled at the college. Criteria for admission include documentation of disability or L.D. diagnosis on campus. Individual and/or small group instruction is available in content areas, study skills, time management, learning styles and metacognition, reading, writing and math. A remedial course in basic skills is also offered.

Services are provided by trained peer tutors and educational specialists without charge to the student.

INSTRUCTIONAL SUPPORT:
No universal support is available either in class or during tests from instructors; however, all of the following services are sometimes available: additional time to take tests, alternative settings, readers and scribes, oral tests, a variety of ways to demonstrate knowledge and skills, extra time to complete in-class assignments or opportunity to take them home, programmed self-paced instruction, a variety of teaching styles, detailed syllabi, deliberate introduction of new vocabulary.

Technical aids include use of calculators or dictionaries in class, tape recorders, and note takers.

Support to instructors of the learning disabled is a program emphasis.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students. Disabled students are further supported by program staff and the Colorado Division of Rehabilitation. Individual and small group social adjustment counseling is provided by both the counseling department and program personnel.

PROGRAM EMPHASIS:

1. Individual and/or small group instructional support
2. Career/vocational assessment and counseling
3. Thorough, comprehensive individual assessment
4. Counseling for social/emotional issues
5. Support to instructors who teach the learning disabled

COMMENT:
The L.D. program, the Developmental Studies Department and the Student Emotional Support Group all contribute to the success of learning disabled students at Arapahoe Community College.

This campus has been involved with the Colorado Community College Consortium for the Learning Disabled Federal Demonstration Project since 1987. Faculty and staff on this campus have been given the opportunity to learn about learning disabled students and how to accommodate their needs. Participation in project activities is voluntary. For further information, call the contact person for this school and ask for the CCCLD Site Trainer.

NAME:
Barnes Business College

TYPE OF SCHOOL:
Private business training school

ENROLLMENT:
2,700

HOUSING:
Not available on campus

CONTACT PERSON:
Shirley Lowry
Director
150 Sheridan Boulevard
Denver, CO 80226
Telephone: 303/922-8454

ADMISSIONS:
This school does not admit learning disabled students. They are referred to other programs in the community.

NAME:
Blair Junior College

TYPE OF SCHOOL:
Two year private college

ENROLLMENT:
650

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Gayle Burrows
Director, Developmental Studies Lab
828 Wooten
Colorado Springs, CO 80915
Telephone: 719/574-1082

ADMISSIONS/REGISTRATION:
Admission is based upon personal interviews. At registration the learning disabled student is bound by the same policies as other students. Credit toward graduation is given for vocational assessment classes as well as tutorial classes. Required courses may be waived, a course may be taken at another school and transferred in, or an equivalent class may be substituted for a require class.

IDENTIFICATION AND ASSESSMENT:
All students are screened to determine academic proficiency. Informal testing is sometimes done by instructors in the classroom. Should further assessment be required, it is available at no charge through the admissions representative, the librarian, and/or the placement director. Results are shared with the student and his instructors. The student is urged to share with other pertinent people. Sometimes results are used to develop an educational plan and program.

PROGRAM:
Learning disabled students receive assistance through the Developmental Studies Lab. The program, in place for four years, under a full time director, also serves all other students who need educational assistance in classroom work or test taking. In 1987/88 125 students were referred to the program. The program supplies individual tutoring and small group instruction in basic skills, course content, study skills, time management, remedial reading, math and written language. Services are provided by trained peer tutors and content area instructors. Charges for the program are a part of tuition.

Assistance to instructors is a significant part of the program.

INSTRUCTIONAL SUPPORT:
Instructors may support students during testing by allowing extra time and/or an alternative setting. A variety of test formats is used and sometimes projects are accepted in lieu of examinations.

Students may be allowed extra time and different settings to complete in-class assignments. Often alternative projects are suggested. Instructors usually supply detailed syllabi and sometimes provide lecture outlines, programmed, self-paced instructional materials, a variety of teaching methods, and deliberate instruction of new vocabulary.

Technical aides include tapes of classes and lectures, tape recorders, note takers, and computer-assisted instructional software.

COUNSELING:
Career/vocational counseling assessment and job placement services are available to all students. Some social adjustment counseling is available on an individual basis through program personnel. Counseling services are provided without charge to the student.

PROGRAM EMPHASIS:

1. Individual and/or small group instructional support
2. Career/vocational assessment and counseling
3. Support to instructors who teach learning disabled students

COMMENT:
The Developmental Studies Lab is very effective as it helps learning disabled students deal with the college's fast paced classes.

NAME:
Colorado Christian College

TYPE OF SCHOOL:
Four year private college

ENROLLMENT:
621

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Gene R. Marlatt
Academic Dean
180 South Garrison Street
Lakewood, CO 80226
Telephone: 303/238-5386

ADMISSIONS/REGISTRATION:
Requirements include a GPA of 2.0, ACT total score of 18, class rank in upper 50th percentile, letters of support and personal interview. A certain percentage of students are admitted who do not meet the requirements and are selected through the interview process. Financial aid is available to any qualifying student.

Specific instructors can be selected at registration; however, no credit is given for remedial course work of any kind. Students may take a course elsewhere and have it transferred in, can withdraw from a failed course retroactively, or audit a class. In addition, through a petition process, students may have a required course waived and substitute one class for another.

IDENTIFICATION AND ASSESSMENT:
Screening of all students is conducted to identify those in need of help. and informal testing may be done by instructors. Comprehensive learning disability evaluation is not available. The ACT, high school rank and GPA are used to determine placement. These data are discussed with the student's academic advisor, and his/her instructors. The student is urged to share the information with appropriate people and it is used to develop an educational program and plan.

PROGRAM:
There is no special program for the L.D. student. All underachievers can receive help through the academic dean's office. Remedial work in basic skills is provided in regular classes and performance expectations can be modified. Basic skill and content area tutoring is available from peers who have had some specific training.

Instructors provide additional time and alternative settings for test taking. Tests may be taken orally, sometimes answers may be taped, and readers and scribes are available. A variety of ways are provided for students to demonstrate their knowledge and projects are sometimes accepted instead of an examination.

In class, instructors provide extra time for completion of assignments. In-class assignments may be completed outside of class, and alternative projects are acceptable. Dictating and editing services are available. Outlines of lectures and detailed syllabi, programmed instruction and a variety of presentations are offered to students.

Technical aids include tape recorders and note takers.

Support to instructors is an important aspect of this school.

COUNSELING:
Individual career/vocational counseling, job placement services and social adjustment counseling are available to all students. Counseling specifically designed for the learning disabled is minimal. There is no charge for this service.

PROGRAM EMPHASIS:

1. Counseling for social/emotional issues
2. Thorough, comprehensive individual assessment
3. Career/vocational assessment and counseling
4. Support to instructors who teach learning disabled students
5. Individual and/or small group instructional support

COMMENT:
Learning disabled students who have attended Colorado Christian College have been successful in finding jobs within nine months of graduation. Fifty percent have gone on to graduate school. This is due to small classes, a competency based approach to education, flexibility of program and individualization.

NAME:
The Colorado College

TYPE OF SCHOOL:
Four year private college

ENROLLMENT:
1,850

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Terry Swenson
Associate Director, Admission Office
Colorado College
Colorado Springs, CO 80903
Telephone: 719/473-2233, extension 2344

ADMISSION/REGISTRATION:
Colorado College is a highly selective, small liberal arts college offering an intense academic program. Entrance requirements include GPA, SAT, class rank, letters of support, extracurricular activities, and personal essays. A composite of all of the above data is considered for admission. For learning disabled students, non-standard SAT scores are accepted. Policies for the L.D. student are the same as those for the general population. Financial aid is available if the student qualifies. Credit is not given for remedial classes, but is granted for certain tutorial classes. Required courses may be waived by petition, a course may be taken elsewhere and transferred in, a course may be taken for pass/fail grade, and an equivalent class may be substituted for another.

IDENTIFICATION AND ASSESSMENT:
Incoming students do not undergo general screening to determine proficiency level. No assessment is available at the college. Occasionally a student may be referred off campus for testing at his/her own expense. The student is urged to share any test results with his/her academic advisor and instructors.

PROGRAM:
There is no specific program for learning disabled students or for other disabled students. Support is offered to these students, as to all students, from the counseling center, the writing center and student services. Less than five learning disabled students are enrolled. Small classes and the sensitivity and flexibility of the instructors combine to help these students succeed.

INSTRUCTIONAL SUPPORT:
Instructional support is at the discretion of the faculty. Individual tutoring in content areas from instructors and small group instruction in study skills and time management from counseling staff are available to all students.

COUNSELING:
Career/vocational counseling, assessment, and job placement services are available to all students through the counseling department. Individual and small group counseling on social adjustment issues are also supplied at no cost to the student. No special service is available for the learning disabled.

PROGRAM EMPHASIS:

1. Counseling for social/emotional issues
2. Career/vocational assessment and counseling
3. Individual and/or small group instructional support

COMMENT:
The college operates on a one-course-at-a-time, three and one half weeks, intensive block plan. Different classes offer different teaching styles. In the past individual faculty members have been quite willing to adapt to accommodate students with special needs who qualify for admission to the college.

NAME:
Colorado Mountain College

TYPE OF SCHOOL:
Two year local district college

ENROLLMENT:
17,000 - 20,000 on seven campuses

HOUSING:
Available at Spring Valley Campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Carol Knibbs
Supplemental Services Coordinator
443 Main Street
Carbondale, CO 81623
Telephone: 303/963-2172

ADMISSIONS/REGISTRATION:
Admissions requirements include high school diploma or GED. Non-high school graduates 18 years old or older may also be admitted. Credit toward graduation is given for study skills, remedial and tutorial classes. Required courses may be waived by petition, courses may be taken elsewhere and transferred in, and classes may be taken for pass/fail credit. L.D. students should report their status on their admissions application. Admission to the college does not guarantee entrance to certain courses or programs which may require specific academic prerequisites.

IDENTIFICATION AND ASSESSMENT:
Students are screened informally in their classes. Any L.D. student who needs help can request it. Extensive individual assessments are available at no charge. Results are discussed with students, academic advisor and instructors and are used to develop an educational plan and program. Students are urged to communicate their needs to their instructors. Students who seek a degree or certificate and do not meet minimum competency levels are required to take development courses. Counselors help students on an individual basis to plan for remedial help and/or to make course substitutions.

PROGRAM:
The L.D. program, serving 20 students, has been operating for two years under the direction of the Supplemental Services Coordinator. It has established a definition of L.D. students and criteria for eligibility. It supplies free tutoring or small group instruction in basic skills, content areas, study skills, time management, remedial reading, writing and math. Tutoring is done by peers, educational specialists, and content area specialists. All have had an orientation to learning disabilities.

INSTRUCTIONAL SUPPORT:
Instructors often allow additional time to take tests and oral testing is available. In-class assignments may be completed outside of class. Sometimes alternative test sites are allowed as well as readers and scribes, tape recorded answers, and word processors. Extra time, dictating and editing services and alternative projects are occasionally used as well. Detailed syllabi, outlines, direct introduction of new vocabulary and varied teaching methods are commonly used.

Technical aids include taped texts, tape recorders, and note takers. Students may use dictionaries and calculators in classes.

Consultations by program staff with instructors is an important part of the program.

COUNSELING:
Counseling is available to all students at no charge through the counseling staff as well as the program staff. Career and vocational counseling is emphasized. Social adjustment counseling is available as needed.

PROGRAM EMPHASIS:

1. Thorough, comprehensive individual assessment
2. Counseling for social/emotional issues
3. Career/vocational assessment and counseling
4. Individual and/or small group instructional support
5. Support to instructors who teach learning disabled students

COMMENT:
The supplemental L.D. support services, combined with the cooperation of counselors and instructors, make this a successful program.

NAME:
Colorado School of Mines

TYPE OF SCHOOL:
Four year state university

ENROLLMENT:
2,400

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Diana Doyle
Director, Student Development
Colorado School of Mines
Golden, CO 80401
Telephone: (303) 273-3377

ADMISSIONS/REGISTRATION:
Admissions requirements include examination of grade point average relative to courses taken, academic performance in chosen curriculum, and placement in the upper third of the student's graduating class. A certain percentage of students are admitted who do not meet admissions requirements. Policies governing registration are the same for all students. No special arrangements are made for the learning disabled. No credit is given toward graduation for remedial course work and no courses may be waived.

IDENTIFICATION AND ASSESSMENT:
No screening is done to identify academic or skill deficiencies. If assessment is needed, the Student Development Center should be contacted.

PROGRAM:
There is no support program available for the learning disabled. Very few students need help because most students with problems are screened out during the initial admissions process. Peer tutoring in content areas is available.

INSTRUCTIONAL SUPPORT:
Instructors sometimes provide additional time for test taking and to complete assignments.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students without charge.

PROGRAM EMPHASIS:
Admissions requirements include high academic requirements and there is limited assistance available to learning disabled students.

COMMENT:
Mines offers an engineering degree and has a highly technical curriculum, requiring academic skills that are well above average.

NAME:
Colorado Northwestern Community College

TYPE OF SCHOOL:
Two year local district college

ENROLLMENT:
380

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Sheila Harper
Literacy Coordinator
775 Yampa Avenue
Craig, CO 81625
Telephone: 303/824-7824

This school reports no program or assistance for the learning disabled student at the post secondary level.

NAME:
Colorado Northwestern Community College

TYPE OF SCHOOL:
Two year local district college

ENROLLMENT:
375

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
John Howe
Director, Learning Assistance Center
Colorado Northwestern Community College
Box 5
Rangely, CO 81648
Telephone: 303/675-3238

ADMISSIONS/REGISTRATION:
This college is an open admissions school. Registration does not provide for the selection of instructors. Graduation credit may be given for study skills but not other remedial course work. Required courses may be waived or the course may be taken elsewhere and transferred in. Credit is given for work experience and for other life experiences through the CLEP program.

IDENTIFICATION AND ASSESSMENT:
Screening to determine proficiency in the basic skills is provided for all students; L.D. students are urged to indicate their needs on their registration. Informal testing is sometimes done in class. Should more comprehensive testing be needed, it is available in the Learning Assistance Center at no charge. Results are discussed with the student, his academic advisor and sometimes with the instructors. The student is urged to share results with pertinent people. Results are used to develop an educational plan and program.

PROGRAM:
The L.D. program, serving four students, is a part of a larger program which serves 95 students. Any student who demonstrates an academic need, or who is academically, economically or socially disadvantaged, can receive help. A full time director and two instructors serve the students. The program provides individual tutoring in basic skills and content area plus small group help in reading, writing and math. A remedial course in basic skills is available. Tutoring is provided by untrained peers and educational and content area specialists at no charge.

INSTRUCTIONAL SUPPORT:
Instructors provide a variety of ways for students to demonstrate their skills and knowledge in lieu of tests. In class sometimes extra time may be provided. Instructors provide detailed syllabi and sometimes use a planned presentation of new vocabulary and programmed instruction.

Technical aids occasionally include taped texts, tape recorders and computer assisted supplementary instruction.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students. Some additional counseling is provided by the program. Social adjustment counseling is provided both individually and in small groups through the counseling department. There is no charge for these services.

PROGRAM EMPHASIS:

1. Thorough comprehensive individual assessment
2. Career/vocational assessment and counseling
3. Individual and/or small group instructional support
4. Support to instructors who teach the handicapped
5. Counseling for social/emotional issues

COMMENT:
Colleges must know if a student is learning disabled when he enrolls.

NAME:
Colorado State University

TYPE OF SCHOOL:
Four year state university

ENROLLMENT:
18,381

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Rosemary Kreston
Director, Resources for Disabled
112 Student Services
Fort Collins, CO 80523
Telephone: 303/491-6385

ADMISSIONS/REGISTRATION:
Requirements include GPA, SAT or ACT, class rank, letters of support, extracurricular activities, personal essays, interview, and analysis of diversity and performance trends. The university will accept modified ACT and SAT testing and will give credit for work experience. Some students will be admitted who do not qualify. Recommendations from the counseling staff will be accepted.

Policies regarding L.D. students are no different from those regarding the general population. No credit is granted for remedial course work. Courses may be waived on petition to the dean, attempted or failed courses may be dropped, courses may be taken elsewhere and transferred in, and one course may be substituted for another.

IDENTIFICATION AND ASSESSMENT:
All students are screened for skill level in their classes. Any L.D. student who knows help is necessary can request it. Informal interviews are available from the program director and a full free assessment is available to any student through the counseling department. Results are discussed with the student, who is urged to share them with his/her advisor, instructors and family. Data are used for future planning.

PROGRAM:
The L.D. program, serving approximately 60 students, has been operating for eight years under the direction of the Director of Resources for Disabled Students. It has established a philosophy and a definition of learning disabilities. It supplies free tutoring plus small classes in basic skills, time management, content areas, reading, writing and math. Tutors, mainly peers and graduate students, are not especially trained to deal with the learning disabled student.

INSTRUCTIONAL SUPPORT:
During testing instructors provide extended time, alternative settings, readers and scribes, opportunity to tape answers, and dictating and editing services. In-class assignments may be completed outside of class. Occasionally lecture outlines and detailed syllabi are provided.

Technical aids include taped text books, tape recorders and note takers.

Consultation by program staff with instructors is a most important aspect of the program.

COUNSELING:
Career/vocational counseling assessment, and job placement services are available to all students through the counseling department. Support is provided from program personnel as well. Individual and small group social adjustment counseling is available for all students. The Director of Resources for Disabled Students provides individual counseling for special needs students. If a student requires more than five sessions from the counseling department, a small charge is made.

PROGRAM EMPHASIS:

1. Support to instructors who teach learning disabled students
2. Thorough, comprehensive individual assessment
3. Individual and/or small group instructional support
4. Career/vocational assessment and counseling
5. Counseling for social/emotional issues

COMMENT:
Mainstreaming can work when the student is ready for it and wants it. Students must know the kind of help they need and be willing to ask for it.

NAME:
Community College of Aurora

TYPE OF SCHOOL:
Two year community college

ENROLLMENT:
2,700

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Ted May, Special Services
791 Chambers Road, Suite 112
Aurora, CO 80011
Telephone: 303/360-4790

ADMISSIONS/REGISTRATION:
Although the school has open admission, it will accept modified ACT or SAT tests for placement, give credit for past work experience, conduct a personal interview and accept any past testing or records of prospective L.D. students. A previously identified student should indicate the disability on the application. Financial aid is available to all students who qualify. Specific instructors can be chosen at registration if necessary. Credit toward graduation is given for career exploration classes, but not remedial classes. Required courses may be waived on the basis of individual need. Equivalent courses may be substituted for required courses or a course may be taken elsewhere and transferred in.

IDENTIFICATION AND ASSESSMENT:
All students are screened for learning problems as part of the admissions process. Students previously identified as L.D. should indicate this on the application. Some instructors administer informal testing in class. Full assessment is available at a minimal charge to any student. Results are discussed with the student who is urged to share them with his advisor, instructors and family.

PROGRAM:
The L.D. program, serving 10 to 15 students, is without charge and has been operating for two years. It functions under a philosophy which relates to all disabled students. Eligibility is determined by diagnostic testing or previous records. The program provides basic skill and content area tutoring, small group sessions in remedial reading, writing and math, remedial courses in basic skills and some individual instruction in study skills, time management, learning styles and metacognitive strategies. Service is provided by graduate students, peers, an educational specialist, and content area tutors. Specific training in learning disabilities is provided for the lay tutors.

INSTRUCTIONAL SUPPORT:
Instructors can provide additional time and alternative settings for examinations, readers and scribes, oral tests, word processors, tape recorded answers, a variety of test forms, and projects in lieu of exams. They can provide extra time and allow students to complete in-class work outside of class. Instructors provide outlines of lectures and detailed syllabi, utilize a variety of teaching methods and sometimes use programmed self-paced instruction.

Technical aids include dictionaries and calculators, taped and highlighted texts, note takers, tape recorders and supplementary computer assisted instructional software.

COUNSELING:
Career/vocational counseling, assessment if needed, and job placement services are available to all students with support from program personnel for the disabled. Individual social adjustment counseling is available from the counseling department and the program personnel. These services are provided without charge.

PROGRAM EMPHASIS:

1. Individual and/or small group instruction
2. Support to instructors who teach learning disabled students
3. Career/vocational assessment and counseling
4. Social/emotional counseling
5. Thorough, comprehensive, individual assessment

COMMENT:
The biggest problem facing learning disabled students is "learned helplessness." These students need to operate as independently as possible in the college setting with appropriate support. This is possible, as our college level L.D. students are highly motivated.

NAME:
Community College of Denver, Auraria Campus
(Also serving Metropolitan State College and the University of Colorado at Denver)

TYPE OF SCHOOL:
Two year state college

ENROLLMENT:
3,180

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Betsy Cabell, Ph.D.
Coordinator, Special Learning Support Program
Box 600
1111 West Colfax Avenue
Denver, CO 80204
Telephone: 303/556-8455

ADMISSIONS/REGISTRATION:
Community College of Denver is an open enrollment school. No special financial aid is available for learning disabled students.

All new students are screened to determine basic skills proficiency levels. L.D. students are urged to indicate their disability on their application. During registration, students may consult with program advisors regarding selection of instructors. Degree credit is not granted for any remedial course work. Required courses may be waived through petition and a class may be substituted for another equivalent class.

IDENTIFICATION AND ASSESSMENT:
All students are screened for the admission to the Special Learning Support Program. Test results are discussed with the student who is encouraged to share the information with his advisor, instructors and parents. Results are used to develop an educational plan and program.

PROGRAM:
The Special Learning Support Program, serving about 90 students, has been in place for eight years under the direction of a full time coordinator, half time school psychologist, full time career guidance and placement specialist, and a half time administrative assistant. The program utilizes the services of five instructors.

It is geared to the learning disabled student who must exhibit a sixth grade or below achievement score in one or more basic skill areas. Other disabled students are occasionally served in this program as well.

The program provides individualized tutoring in basic academic skills, study skills, time management learning styles, and metacognitive strategies. In addition special courses are available in remedial reading, spelling, English and math. Assistance with assignments from regular courses is also available.

Tutors are trained educational specialists and content area instructors. Specific training is provided for tutors as needed.

There is no charge for full-time students for program participation, but a one hour tuition fee is charged for part-time students. It is not possible to be involved with the Special Learning Support Program and not take other courses initially.

INSTRUCTIONAL SUPPORT:
Learning disabled students may be allowed additional time and/or alternative settings for tests. Occasionally they may request oral testing, use word processors, readers and scribes, and tape record their answers. A variety of test formats is used and sometimes projects may be substituted for examinations.

In-class assignments may be completed outside of class. Sometimes extra time, dictating and editing services, alternative projects and oral reports are permitted depending on the instructors. Instructors often provide detailed syllabi, lecture outlines and varied teaching methods.

Support to instructors (including in-service training) is an important part of the program.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students at no charge. For L.D. students, program personnel offer specialized career guidance and placement services, and the Colorado Division of Rehabilitation may offer additional services.

Short -term personal counseling is offered by program personnel. Small group sessions are sometimes available. There is also an L.D. support group on campus.

PROGRAM EMPHASIS:

1. Thorough, comprehensive assessment
2. Individualized instruction in basic skills and learning strategies
3. Classroom support
4. Counseling for social/emotional needs
5. Career/vocational assessment and counseling

COMMENT:
The comprehensive program provides both academic and moral support.

NAME:
Community College of Denver, Technical Education Center

TYPE OF SCHOOL:
Two year community college

ENROLLMENT:
600 full time enrollment students, 1,000 (head count)

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Wanda Dingwall
Counselor
6221 Downing Court
Denver, CO 80216
Telephone: 303/289-2243

ADMISSIONS/REGISTRATION:
This is an open enrollment school. Screening for learning disabilities occurs through basic skills testing and in early evaluation and observation of all students. During registration specific instructors may be chosen. No credit is given for remedial classes. Required courses may be waived through petitions, may be taken on a pass/fail basis, one class may be substituted for another, or a student may test out of a class.

IDENTIFICATION AND ASSESSMENT:
All students undergo assessment to identify level of skill proficiency. Results are shared with the students, the academic advisor, instructors and other agencies if appropriate and are also used to develop an educational plan and program.

A full assessment may cost from $10 to $150 but most are paid by sponsoring agencies in the community.

PROGRAM:
The L.D. program, serving 60 to 80 students, has been operating for four years under the direction of two part time counselors and one part time remedial teacher. Students receive extensive tutoring in basic skills and study skills augmented by remedial courses in basic skills. Tutoring is provided by trained educational specialists and content area specialists.

INSTRUCTIONAL SUPPORT:
Instructors provide additional time and alternative settings for tests, oral tests, a variety of test formats, and projects instead of tests. Extra time is allowed for assignments, in-class assignments may be completed out of class, and alternative projects may be provided. Instructors use programmed self-paced instruction, varied teaching methods and detailed syllabi.

Technical aids include permission to use dictionaries and calculators in the classroom and computer assisted instructional software.

Consultations by program staff with instructors is a most important aspect of the program.

COUNSELING:
Career/vocational counseling is available to all students including the learning disabled through counselors and a job placement service is provided for all students. Individual social adjustment counseling is available both through the counseling department and through the specially trained program specialists. These services are without charge.

PROGRAM EMPHASIS:

1. Thorough, comprehensive individual assessment
2. Career/vocational assessment and counseling
3. Support to instructors who teach learning disabled students

COMMENTS:
All educational programs are individualized, self-paced, with open entry and open exit. Students learn at their own rate.

NAME:
Delta-Montrose Area Vocational Technical Center

TYPE OF SCHOOL:
Area vocational school

ENROLLMENT:
1,100

HOUSING:
None available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Patricia R. Lang
Special Programming Supplement Services Coordinator
1765 U.S. Highway 50
Montrose, CO 81401
Telephone: 303/874-7671

ADMISSIONS/REGISTRATION:
Admissions requirements vary according to the program. The director of admissions should be contacted for specific information. Policies regarding L.D. students are the same as those for the general population. No credit is granted for any remedial or basic skills courses and no classes may be waived.

IDENTIFICATION AND ASSESSMENT:
No general screening of the student body is conducted, but teachers do screening in class and screening is done in some classes by special services personnel. Students are urged to make their problems known on their admissions form. Should more extensive evaluation be needed, particularly in the vocational area, it can be supplied at no charge. The results are discussed with the student, and the academic advisor. The student is urged to share results with pertinent personnel. Results are sometimes sent to other agencies if appropriate. The results are used to develop an educational plan and program.

PROGRAM:
The L.D. program, serving 10 post secondary students, has been operating for ten years. It is a part of a larger supplemental services program which received 175 referrals during the '86/'87 school year. A full time director administers the program. Students must meet certain state guidelines for supplemental services to qualify. The program provides individual tutoring and small group instruction in basic skills, content areas, study skills, time management, learning styles, metacognitive strategies, and offers a course in basic skills. Individual instructors adjust performance expectations as needed.

Services are provided by trained peer tutors, graduate students, educational and content specialists.

INSTRUCTIONAL SUPPORT:
During test taking, instructors provide for additional time, alternative settings, readers and scribes, oral testing, word processor, tape recorded answers, and provide a variety of ways to demonstrate skills and knowledge.

In class instructors provide extra time, students may do in-class assignments out of class, they may use dictating and editing services and are permitted to substitute alternative projects. Instructors often provide lecture outlines, programmed self-paced instruction, and alternative teaching methods. Sometimes they supply detailed syllabi and take care to introduce new vocabulary in a structured manner.

Technical aids include notetakers, sometimes taped and/or highlighted texts, tape recorders and supplemental computer assisted instructional software.

Support to instructors is an important part of the program.

COUNSELING:
Career/vocational counseling, assessment, and job placement services are available at no charge from the counseling department. This is supplemented for the L.D. student by program personnel and Colorado Division of Rehabilitation.

Social adjustment counseling is available on an individual basis from the counseling department as well as the program personnel.

PROGRAM EMPHASIS:

1. Improvement of basic skills
2. Improvement of study skills
3. Improvement of self concept and personal adjustment

COMMENT:
High schools could help their students by teaching them the basic academic skills, organizational skills, and self responsibility.

NAME:
Emily Griffith Opportunity School

TYPE OF SCHOOL:
Area vocational school, adult high school and alternative school

ENROLLMENT:
Not provided

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Mary Ann Sandoval
Supplemental Services Specialist
1250 Welton
Denver, CO 80204
Telephone: 303/572-8218, extension 206

ADMISSIONS/REGISTRATION:
There are no requirements for admission as this is an open enrollment school. Credit is given for remedial classes and courses may be waived, taken at another school, or one class may be substituted for another.

Policies are the same for L.D. students as for other students; however, any vocational student who is handicapped or disadvantaged has access to assistance. L.D. students are frequently enrolled in the Business and Office Occupations and the Electronics Programs.

IDENTIFICATION AND ASSESSMENT:
No formal screening is done at admissions, but informal testing is done by instructors and special services personnel. L.D. students should indicate their disabilities on the admissions application. If more intensive evaluation is necessary, it is available without charge from the Assessment Coordinator. Results are discussed with the student who is urged to share them with his/her academic advisor, counselor and instructors. Sometimes the staff discusses data with the student's academic advisor/counselor and, when appropriate, with other service agencies. Assessment results are used to develop an educational and/or career plan.

PROGRAM:
The program, serves 490 students who are handicapped and/or disadvantaged, including 71 limited English speaking students. No definition or philosophy of learning disabilities has been developed. Trained tutors, graduate students, educational specialists and content area instructors provide individual tutoring, and small group instruction in basic skills, course content, study skills, time management, learning styles and metacognitive strategies, remedial reading, writing and math. A course is offered in basic skills. Occasionally performance expectations are adjusted by individual instructors. Services are offered at no charge to the student.

INSTRUCTIONAL SUPPORT:
Regarding test taking, instructors allow extended time, alternative settings, readers and scribes, and oral testing opportunities. Occasionally word processors and tape recorded answers are accepted. In classes, extra time may be provided and students may use dictating or editing services. Sometimes alternative projects are permitted. In-class assignments may be completed outside of class. Instructors often use programmed, self-paced instruction. Lecture outlines, detailed syllabi and structured introductions of new vocabulary are provided.

Technical aids include use of dictionaries and calculators in class, tape recorders, computer assisted instructional software, note takers, taped and/or highlighted texts, and a "Voice Computer" (software package).

Support to instructors who teach these students is an important part of the program.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available without charge to all students. These services are supplemented for the L.D. student by program personnel and Colorado Division of Rehabilitation. Social adjustment counseling is provided in small group sessions for all students. Other individual and small group counseling is available to the L.D. student with support from program personnel.

PROGRAM EMPHASIS:

1. Thorough and comprehensive individual assessment
2. Support for instructors who teach the handicapped or disadvantaged and limited English speaking students
3. Career/vocational counseling and transitional counseling
4. Support services for vocational students who need assistance in completing their program (tutoring, curriculum modifications, study labs, etc.)

COMMENT:
Open entry and open exit combined with the opportunity for students to work at their own pace stimulates success.

NAME:
Fort Lewis College

TYPE OF SCHOOL:
Four year state college

ENROLLMENT:
3,700

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Robert Lundquist
Director, Learning Assistance Center
College Heights
Durango, CO 81301
Telephone: 303/247-7383

ADMISSIONS/REGISTRATION:
Fort Lewis evaluates grade point average, class rank and ACT test scores on a sliding scale basis. Letters of support and personal interviews are influential. Modified ACT tests are accepted. Previously identified learning disabled students should identify themselves on the admission application.

At registration L.D. students will be given an opportunity to choose instructors who are known to work well with them. Credit toward graduation may be granted for a study skills course and certain required courses may be waived through petition to the dean either before or after a course is attempted. A course can be audited, taken at another school and transferred in, or an equivalent class may be substituted for a required one. Few courses, however, are waived.

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admissions procedure to identify skill proficiency level. Learning disabled students are asked to identify themselves on the admissions form. Additional screening may be done in selected classes by special services personnel. Should further assessment be required, testing is available through the director of placement. Results are discussed with the student, the academic advisor and instructors. Students are urged to discuss the assessment with these people as well as their parents. Results are used to develop an educational plan and program. A small fee may be charged for some services.

PROGRAM:
The Learning Assistance Center, serving 30-40 learning disabled students, has operated for eight years under the direction of a full time director. Two other full time specialists, one in math and one in writing, make up the rest of the team. Services include individual tutoring and small group sessions in basic skills, course content, study skills, time management, learning styles, metacognitive strategies, and remedial reading, writing and math. A remedial course in basic skills is also offered. Services are provided at no charge by trained peer tutors as well as by program and content area specialists.

INSTRUCTIONAL SUPPORT:
During tests instructors may provide additional time and/or an alternative setting. In class, extra time to complete assignments may be allowed. Students may also be provided with editing and dictating services. Instructors supply detailed syllabi and sometimes outlines of lectures. New vocabulary is presented in a systematic way and teachers use a variety of methods to reach the special needs students.

Technical aids may include taped texts, tape recorders, student note takers, and computer assisted instructional software. Calculators and dictionaries may be used during tests as well as in classes.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students supplemented by the Colorado Division of Rehabilitation. Social adjustment counseling is available both on an individual and small group basis through the counseling department and the program personnel at no charge to the student.

PROGRAM EMPHASIS:

1. Individual and/or small group instruction
2. Thorough, comprehensive individual assessment
3. Counseling for social/emotional issues
4. Career/vocational assessment and counseling
5. Support to instructors who teach learning disabled students

COMMENT:
Individual advising, skill assessment and peer tutoring help the program director be an effective student advocate.

NAME:
Front Range Community College

TYPE OF SCHOOL:
Two year state community College

ENROLLMENT:
Not given

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Karen L. Hossack
Learning Disability Specialist
3645 West 112th Avenue
Westminster, CO 80031
Telephone: 303/466-8811, extension 243

ADMISSIONS/REGISTRATION:
This school has no specific admissions requirements. Learning disabled students are identified by self declaration and by an assessment test which is administered to all students. L.D. students needing financial aid are referred to outside agencies for assistance. Credit toward graduation is not awarded for remedial course work nor are students permitted to waive required courses.

IDENTIFICATION AND ASSESSMENT:
All incoming students take an assessment test. If scores are very low, a student may be referred to the L.D. program. All L.D. students are urged to indicate their needs on the college admissions form. Further evaluation may be provided as needed to define the learning disability, to determine feasible vocational objectives, and to provide career guidance. Test results are discussed with the student who is urged to share them with his advisor, instructors, and family. They are used to develop an education plan and program.

PROGRAM:
Learning disabled students are served by the Progressive Learning Program which has operated for 18 months under the direction of a full time L.D. specialist, a full time tutor/teacher, and a 3/4 time test technician. Currently 20 students receive service from this program. It was designed to meet the needs of any person who might be experiencing learning difficulties ranging from moderate learning problems to significant learning disabilities. Services include extensive small group sessions in remedial reading, writing and math, in study skills and time management and remedial course work in basic skills. Some individual tutoring is offered in these areas as well as in content areas. Tutoring is provided without charge in subject areas by peer tutors. The program specialists provide vocational assessment, vocational exploration, small group compensation, and/or remediation strategies. A coping skills seminar is available where personal learning styles are determined.

There is a $400 tuition charge for the program which is open entry/open exit consisting of 45 contact hours over a 15 week period. Various agencies and employers are willing to help students meet this cost if financial need is communicated to program personnel.

INSTRUCTIONAL SUPPORT:
Various kinds of assistance may be used by instructors during testing situations to aid the student. These include additional time, alternative settings, readers and scribes, oral testing, and the substitution of projects for exams. In class, extra time may be allowed, in-class assignments may be completed outside of class, and alternative projects may be chosen by the student. Instructors provide written outlines of lectures, detailed syllabi, a variety of teaching techniques, and planned instruction of new vocabulary. Sometimes programmed, self-paced instruction is also provided.

Technical aids include tape recorders, student note takers, computer assisted software, and permission to use calculators and dictionaries in class and on texts.

COUNSELING:
Career/vocational assessment, counseling, and job placement are available to all students without charge. For the learning disabled this service is supplemented for program personnel and the Colorado Division of Rehabilitation. Social/emotional counseling tailored to the needs of the L.D. student is provided both on an individual and small group basis through the Progressive Learning Program.

PROGRAM EMPHASIS:

1. Thorough, comprehensive individual assessment
2. Individual and/or small group instructional support
3. Support to instructors who teach learning disabled students
4. Counseling for social/emotional issues
5. Career/vocational assessment and counseling

COMMENT:
"The purpose of the Progressive Learning Prep Program is to prepare adults with learning problems to enter, and successfully complete, vocational programs compatible with their learning strengths." (From an informational pamphlet prepared for the Progressive Learning Prep Program by the Front Range Community College.)

Beginning in the fall of 1988, this campus will be involved with the Colorado Community College Consortium for the Learning Disabled Federal Demonstration Project. Faculty and staff on this campus will be given the opportunity to learn about learning disabled students and how to accommodate their needs. Participation in project activities is voluntary. For further information, call the contact person for this school and ask for the CCCLD Site Trainer.

NAME:
Lamar Community College

TYPE OF SCHOOL:
Two year state community college

ENROLLMENT:
440 full time equivalent

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Harvey D. Telinde
Associate Dean, Vocational Education
2401 South Main Street
Lamar, CO 80152
Telephone: 303/336-2248 extension 62

ADMISSIONS/REGISTRATION:
This is an open enrollment school; however, if a student is interested in horse training and management, certain riding skills are required. If a student has a predetermined learning disability, he should indicate this on the admission form. Credit toward graduation is given for study skills. Students may petition to waive required courses. This is determined on an individual basis. No special policies are in place for the learning disabled regarding financial aid. All students may apply. Selection of special instructors at registration is not permitted.

IDENTIFICATION AND ASSESSMENT:
All students are screened for skill level during the admissions procedure. Informal testing is provided by some instructors while other classes are screened by special services personnel. Pre-identified learning disabled students should notify the school of their disability prior to the school year. If more extensive assessment is needed, it is available at no charge through the Educational Opportunity Center. Results are discussed with the student, the student's advisor, his instructors and used to develop an education plan and program.

PROGRAM:
The program, which serves 15-20 students per week, has been in place for three years. Ten of these students are learning disabled. The Supplemental Services Program, under which all students in need are served, has no definition of learning disabilities nor a written philosophy. The program provides individual tutoring in basic skills, content areas, remedial reading, writing and math, as well as some help in study skills, time management, learning styles and metacognitive strategies. A course in basic skills is also provided. Tutors are trained educational and content area specialists.

INSTRUCTIONAL SUPPORT:
Instructors occasionally provide extra time for tests and assignments and detailed syllabi.

Technical aids include tape recorders and some computer assisted software to supplement course work. Support for instructors from the Supplemental Services Program is an important part of this program.

PROGRAM EMPHASIS:

1. Individual and/or small group instructional support
2. Thorough, comprehensive individual assessment
3. Career/vocational assessment and counseling
4. Support to instructors who teach the learning disabled
5. Counseling for social/emotional needs

COUNSELING:
Some career/vocational counseling is available to all students; however, the Colorado Division of Rehabilitation provides extensive services in this area at no charge.

COMMENT:
The one-on-one tutoring, assessment and individual help are instrumental in the success of L.D. students.

NAME:
Larimer County Voc-Tech Center

TYPE OF SCHOOL:
Area vocational school

ENROLLMENT:
1,000

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Dr. Mitchell Kaman
Coordinator Instructional Services
P.O. Box 2397
Fort Collins, CO 80522
Telephone: 303/226-2500

ADMISSIONS/REGISTRATION:
This is an open admissions school. A GED or high school diploma is required for the nursing program. Financial aid is available for all students who qualify. Special instructors cannot be chosen at registration. Credit toward graduation is given for study skills and remedial classes, but no required courses may be waived.

IDENTIFICATION AND ASSESSMENT:
All incoming students are screened for diagnostic purposes. It is helpful for a student who has been previously identified as learning disabled, to indicate this on the application. Extensive assessment is available at no charge. Results are discussed with the student, the academic advisor, the instructors and are used to develop an educational plan and program.

PROGRAM:
The L.D. program, serving 15 to 20 students, has been operating for 13 years. It has established a philosophy and a definition of learning disabilities although it was not designed specifically for this population but rather for all disabled and disadvantaged students. It serves L.D. students under the Supplemental Services Program umbrella. Students receive individual tutoring and small group instruction in basic skills, content area, study skills, learning styles, metacognitive strategies, remedial reading, writing and math, and time management. Service is provided by the Instructional Service Coordinator and content area teachers.

INSTRUCTIONAL SUPPORT:
Instructors allow additional time and alternative settings for test taking and provide a variety of ways for students to demonstrate their knowledge and skills. Oral tests are possible. They also provide additional time for assignment completion, and in-class assignments may be finished outside of class. Sometimes course requirements can be modified. Detailed syllabi are often provided and sometimes programmed self-paced instruction, a variety of teaching techniques, note takers and alternate presentation of new vocabulary. Technical aids can include taped texts, note takers and computer assisted software. Supporting instructors who teach the learning disabled is an important part of the program.

COUNSELING:
Career/vocational counseling, some assessment, and job placement services are available to all students through the counseling department with support from Colorado Division of Rehabilitation and programmed personnel for the L.D. student. Individual and some small group social adjustment counseling are available for all students with support from program personnel. No charge is made for these services.

PROGRAM EMPHASIS:

1. Individual and/or small group instructional support
2. Support to instructors who teach learning disabled students
3. Career/vocational assessment and counseling
4. Thorough, comprehensive individual assessment

COMMENT:
This school provides small classes, motivated faculty and extensive tutoring to assist the learning disabled student to become successful.

NAME:
Mesa College

TYPE OF SCHOOL:
Two year state community college, four year state college and area vocational school

ENROLLMENT:
4,200

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Sandra Wymore, Coordinator
Mesa College
P.O. Box 2647
Grand Junction, CO 81502

ADMISSIONS/REGISTRATION:
The two year community college is an open enrollment school. The four year state college has admissions requirements: a cutoff score of 19 on the ACT and examination of the student's grade point average. A certain percentage of students are admitted who do not meet qualifications. Policies during admission are the same for the learning disabled student as for the general population. Occasionally specific instructors may be chosen at registration however. No credit is granted for any remedial course work and it is not possible to waive required courses.

IDENTIFICATION AND ASSESSMENT:
Some screening is done as part of the admissions process. Instructors sometimes screen students in classes as well. It is recommended that pre-identified L.D. students should indicate their disability on the admission form. Should more extensive testing be required, it is available without charge through the program coordinator and other personnel. Results are discussed with the student who is urged to share them with his academic advisor, instructors and family.

PROGRAM:
The program, serving 43 students, has been operating for three years. It is part of the Services for the Physical and Learning Disordered Program which serves all handicapped students in the Tutorial-Learning Center. There has been no special philosophy or definition of learning disabilities developed. The program provides some individual tutoring in basic skills, learning styles and metacognitive strategies. Extensive tutoring is provided in the contact areas as well as some small group instruction in specific content classes. The service is provided by peer tutors who have received three hours of training.

INSTRUCTIONAL SUPPORT:
During tests, instructors often provide for extra time, alternative settings, readers and scribes, oral testing opportunities and tape recorded answers. In class instructors sometimes provide extra time to complete assignments.

Technical aids include taped texts, tape recorders, student notetakers and some computer assisted instructional software to supplement course work.

COUNSELING:
Career/vocational counseling and assessment are available to all students.

PROGRAM EMPHASIS:

1. Career/vocational counseling
2. Support to instructors who teach learning disabled students

NAME:
Metropolitan State College

TYPE OF SCHOOL:
Four year state college

ENROLLMENT:
13,408

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Betsy Cabell, Ph.D.
Coordinator, Special Learning Support Program
Box 600
1111 West Colfax Avenue
Denver, CO 80204
Telephone: 303/556-8455

ADMISSIONS/REGISTRATION:
Admissions requirements include a 2.5 GPA, a cumulative score of 800 on the SAT or 19 on the ACT (preferred test), and the student must rank in the upper two thirds of his/her graduating class. A 2.0 GPA is required for transfers. Modified ACT and SAT tests are accepted. During registration, students may consult with the program advisors to select instructors. Credit is granted for study skills, but not for any other remedial work. Required courses may be waived through petition and one class may be substituted for another equivalent class.

FOR ADDITIONAL INFORMATION, SEE LISTING UNDER COMMUNITY COLLEGE OF DENVER.

NAME:
Morgan Community College

TYPE OF SCHOOL:
Two year state community college

ENROLLMENT:
3,300 (head count)

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:

Beth Lebsvck — Dean of Students
or
Maxine Weimer — PAL Lab Coordinator

17800 Road 20
Fort Morgan, CO 80701
Telephone: 719/867-3081

ADMISSIONS/REGISTRATION:
This is an open enrollment school with no admissions requirements. Previously identified learning disabled students need to include this on the admissions form. Financial aid may be available from the Vocational Rehabilitation Department in Sterling, Colorado. Credit toward graduation is given for study skills. Students are not permitted to waive or substitute courses for required courses.

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admissions process. Previously identified L.D. students should indicate this on the admission form. More extensive assessment is available at the cost of one tuition credit if a student is enrolled less than full time. Results are discussed with the student and sometimes shared with the academic advisor and other agencies if appropriate.

PROGRAM:
The program, serving 40 students in the Personalized Assistance Learning Lab, has been operating for two years. It is not reserved for the learning disabled student. Any student needing help can apply. No definitions of learning disabilities or program philosophy has been developed. The lab provides individual tutoring and course work in basic skills and tutoring in content areas. Tutors are an educational specialist and content area instructor.

INSTRUCTIONAL SUPPORT:
Instructors may allow additional time and alternative setting for tests, oral tests, use of word processor, taped answers and projects in lieu of examination. Dictating and editing services may be available.

Technical aids include permission to use dictionaries and calculators in class.

COUNSELING:
The Colorado Division of Rehabilitation provides career/vocational assessment and counseling. Small group sessions are sometimes available for social adjustment problems.

PROGRAM EMPHASIS:
Not stated

COMMENT:
Personalized assistance is available to any student in the Learning Lab.

This campus has been involved with the Colorado Community College Consortium for the Learning Disabled Federal Demonstration Project since 1987. Faculty and staff on this campus have been given the opportunity to learn about learning disabled students and how to accommodate their needs. Participation in project activities is voluntary. For further information call the contact person for this school and ask for the CCCLD Site Trainer.

NAME:
Otero Junior College

TYPE OF SCHOOL:
Two year state community college

ENROLLMENT:
789

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Dr. David R. Kuebbeler
Director of Counseling Services
Otero Junior College
18th and Colorado
La Junta, CO 81050
Telephone: 303/384-6835

ADMISSIONS/REGISTRATION:
This is an open enrollment school. There is no special way to identify the L.D. student except through self declaration. However, specific instructors may be designated at registration if the school is aware of a student's needs. Credits toward graduation are given for a limited number of study skills, remedial, career exploration and tutorial classes. An equivalent class may be substituted for a required class.

IDENTIFICATION AND ASSESSMENT:
All students are screened as a part of the admissions procedure to identify needs. Informal testing may be done in class by instructors. Should more extensive assessment be necessary, the director of counseling will provide it at no cost to the student. Results are discussed with the student, the academic advisor and the instructors. The student is encouraged to share results with family, advisor and instructors.

PROGRAM:
Programs to assist any students who may need help have been operating for 18 years. The Directed Studies Program provides individual and small group help in basic skills, study skills, time management, remedial reading, writing and math. Courses in basic skills are provided to all who need assistance at the regular tuition rate. Supplemental Services provides help to vocational students in any of their courses through peer counselors, educational specialists and specific subject content area tutors.

INSTRUCTIONAL SUPPORT:
Instructors provide additional time to take tests, possible alternative settings, readers and scribes, oral testing, word processors for use during tests, allow tape recorded answers and projects in lieu of tests. They also allow extra time to complete assignments and students may complete in-class assignments outside of class. Dictating and editing services are available and alternative projects are permitted.

Instructors frequently provide detailed outlines of lectures and detailed syllabi of courses. Varied teaching methods are used to reach all students.

Technical aids include permission to use dictionaries and calculators in class.

COUNSELING:
Career/vocational counseling, assessment and job placement are available to all students. Colorado Division of Rehabilitation supplements this service. Social adjustment counseling on an individual basis is available through the counseling department. No special counseling is designed for just the learning disabled.

PROGRAM EMPHASIS:

1. Career/vocational assessment and counseling
2. Counseling for social/emotional issues
3. Thorough, comprehensive individual assessment
4. Support to instructors who teach learning disabled students

COMMENT:
Although no specific program exists for L.D. students, they can be successful because of small classes and individualized help from the instructors and support from the Directed Studies, Supplemental Services Program.

Beginning in the fall of 1988, this campus will be involved with the Colorado Community College Consortium for the Learning Disabled Federal Demonstration Project. Faculty and staff on this campus will be given the opportunity to learn about learning disabled students and how to accommodate their needs. Participation in project activities is voluntary. For further information, call the contact person for this school and ask for the CCCLD Site Trainer.

NAME:
National College, Pueblo Branch

TYPE OF SCHOOL:
Four year private college

ENROLLMENT:
230

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
J. Dianne Gallagher
Branch Director
330 Lake Avenue
Pueblo, CO 81004
Telephone: 719/545-8763

ADMISSIONS/REGISTRATION:
Either a high school diploma or a GED is required. There are no special arrangements for the learning disabled student; however, credit toward graduation is granted for study skills and career exploration classes. Students may waive required courses if they can demonstrate competency through testing. Credit is given for CLEP experience and a course may be taken at another school and transferred in.

IDENTIFICATION AND ASSESSMENT:
Achievement testing is conducted in mathematics and English classes. No comprehensive learning disabilities assessment is available; however, achievement scores are discussed with the student, the academic advisor, the instructors, other agencies if appropriate and used to develop future plans.

PROGRAM:
There is no special program for learning disabled students; however,remedial labs are offered in mathematics and English, individual peer tutoring and small group instruction are available in basic skills, content areas, study skills, and time management for all students. A course is offered in basic skills and instructors may adjust performance requirements in their classes. Services are provided without charge.

INSTRUCTIONAL SUPPORT:

Instructors may allow additional time and an alternative setting for tests. Oral tests, a variety of tests, and projects instead of examinations are permitted.

In class, instructors provide extra time to complete assignments, in-class assignments may be completed outside of class, alternative projects are permitted and dictating and editing services are available. In addition, instructors use a variety of teaching methods in order to reach all students.

COUNSELING:

Career/vocational counseling and job placement services are offered to all students. Some small group sessions focusing on social adjustment are available without charge.

PROGRAM EMPHASIS:

1. Individual and/or small group support
2. Career/vocational assessment and counseling
3. Counseling for social/emotional issues
4. Support to instructors who teach learning disabled students
5. Thorough/comprehensive assessment

COMMENT:

Individualized instruction combined with a caring faculty and staff contribute to the success of the L.D. student.

NAME:
Northeastern Junior College

TYPE OF SCHOOL:
Two year district college

ENROLLMENT:
960 full time day students

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Nancy Mann
Coordinator, Supplemental Services/Study Skills
Northeastern Junior College
Sterling, CO 80751
Telephone: 303/522-6600

ADMISSIONS/REGISTRATION:
This is an open enrollment school. Policies regarding L.D. students are the same as for all students. If a student has previously been identified as having a learning disability, it would be helpful to indicate this on the admissions application. No credit toward graduation is given for remedial courses. Certain required courses may be waived, a student may audit classes, or substitute one equivalent class for another.

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admissions procedure. Pre-identified L.D. students should indicate their disabilities on the admission form. More extensive testing is available at a minor charge, if needed. Results are discussed with the student, his academic advisor and used to help build an educational plan and program.

PROGRAM:
The program, serving approximately 200 students, has been operating for six years. It is a general program designed to help all students who are having problems. There has been no special philosophy or definition of learning disabilities developed. Small groups and individual tutoring in basic skills, content areas, study skills and time management are available. Remedial courses in basic skills are also provided. Tutoring is done by peers who have been trained, and by four content area and educational specialists.

INSTRUCTIONAL SUPPORT:
During tests additional time, alternative place, and readers and scribes are sometimes provided. Oral tests and use of word processors may be available. Alternative ways to demonstrate skills are sometimes allowed. Extra time for assignments and permission to complete in-class assignments outside of class may be allowed. Students can use dictating and editing services. Instructors may vary teaching methods, and provide outlines and detailed syllabi. Support of instructors in the classroom is an important part of the program.

Technical aids include permission to use calculators and dictionaries in class, taped texts, tape recorders, student note takers and computer assisted instructional software.

COUNSELING:
Career/vocational assessment, counseling and job placement services are available to all students without charge. Career/vocational assessment and counseling is also provided by the Colorado Department of Rehabilitation. Social adjustment counseling is provided on an individual basis from the counseling department and the special program staff.

PROGRAM EMPHASIS:

1. Individual and/or small group support
2. Career/vocational assessment and counseling
3. Counseling for social/emotional issues
4. Thorough, comprehensive individual assessment
5. Support to instructors who teach learning disabled students

COMMENT:
Students with learning disabilities need to identify themselves prior to academic or social difficulties so services can be provided promptly.

Beginning in the fall of 1988, this campus will be involved with the Colorado Community College Consortium for the Learning Disabled Federal Demonstration Project. Faculty and staff on this campus will be given the opportunity to learn about learning disabled students and how to accommodate their needs. Participation in project activities is voluntary. For further information, call the contact person for this school and ask for the CCCLD Site Trainer.

NAME:
Pickens Technical Center

TYPE OF SCHOOL:
Area vocational school

ENROLLMENT:
1,425

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Donna Hollenbach
Supplemental Service Coordinator
500 Buckley Road
Aurora, CO 80017
Telephone: 303/344-4910

ADMISSIONS/REGISTRATION:
Pickens is an open enrollment school. Admissions policies for L.D. students are the same as those for the general population. No credit is granted for remedial course work; however, required courses may be waived, may be taken at another school and transferred in or a student may test out of a course.

IDENTIFICATION AND ASSESSMENT:
Students are not screened. Should comprehensive assessment be indicated, it is available through the Occupational Testing Specialist at a cost of $16 to $45 for students not yet enrolled. There is no charge for active students. Results of the evaluation are discussed with the student, his instructors, possibly sent to other agencies and used to develop an educational plan and program.

PROGRAM:
The program, serving a fluctuating population, has been operating for 13 years under the direction of three full time people: a coordinator, a tutor and an evaluator. Approximately 250 to 300 students are referred each year. Although the program has established a definition of learning disabilities, it also serves all other handicapped and disadvantaged students who need help.

The program provides tutoring and small group instruction in basic skills, course content areas, study skills, time management, remedial reading, writing and math with some emphasis on learning styles and metacognitive strategies. Performance expectations may be adjusted at the discretion of individual instructors. Services are provided by educational specialists, content area tutors and peer tutors, none of whom are especially trained to work with the L.D. student.

INSTRUCTIONAL SUPPORT:
During tests instructors provide extended time, alternative settings, readers and scribes, oral testing, use of word processors and allow tape recorded answers. In-class assignments may be completed outside of class, extra time may be provided, students may use dictating and editing services, and often may submit alternative class projects.

Instructors use a variety of teaching methods, often provide written outlines of lectures and detailed syllabi, and introduce new vocabulary in a systematic manner. Self-paced programmed instruction is often available.

Technical aids include tape recorders, note takers, supplemental computer assisted software and sometimes taped and/or highlighted texts.

Consultations by program staff with instructors is a most important aspect of the program.

COUNSELING:
Career/vocational counseling, assessment and job placement are available to all students at no charge through the counseling department. This is supplemented by the program staff. Social adjustment counseling is provided both by the counseling department and the personnel associated with the program on an individual basis. Services are provided at no charge.

PROGRAM EMPHASIS:

1. Individual and small group instruction
2. Support to instructors
3. Career and vocational assessment and counseling
4. Comprehensive assessment
5. Counseling on social/emotional issues

L.D. STUDENT NEEDS:
Many L.D.students need to work on improving academic and study skills, and to develop effective compensatory skills.

NAME:
Pikes Peak Community College

TYPE OF SCHOOL:
Two year state community college

ENROLLMENT:
6,200

HOUSING:
None available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
William B. Flynn
Coordinator, Program for the Disabled
5675 South Academy Boulevard
Colorado Springs, CO 80906
Telephone: 719/576-7711

ADMISSIONS/REGISTRATION:
This is an open enrollment school. There are no specific admission requirements. During admission students who have indicated a disability on the application are made aware of the learning problem center. Specific instructors may be chosen at registration, and financial aid is available to those who qualify. In some instances required courses may be waived by petition, may be taken on a pass/fail basis, and/or an equivalent class may be substituted.

IDENTIFICATION AND ASSESSMENT:
All students are screened for academic proficiency as part of the admissions process. Students are urged to indicate to their admissions counselor the nature of any learning problems. Instructors use informal testing in the classroom. Should more extensive assessment be necessary, it is available at no charge through the Program for the Disabled. Results are discussed with the student who is urged to share them with pertinent people. They may also be shared with the student's academic advisor, with instructors, and with appropriate outside agencies. These results may be used to develop an educational plan and program.

PROGRAM:
The program, serving 30 learning disabled students, has operated for three years under the direction of a full time coordinator. It has established a definition of learning disabilities and criteria for placement. It is a part of a more extensive program which serves all disabled students. Free tutoring is provided, primarily by peer tutors and content area tutors who have no special training in learning disabilities. Students are tutored in basic skills, content areas, study skills and time management. Small group instruction is available in remedial reading, writing and math. Courses are offered in basic skills.

INSTRUCTIONAL SUPPORT:
During testing instructors sometimes provide additional time, alternative settings, readers and scribes and oral testing. Occasionally taped answers and word processors may be used. Instructors provide a variety of testing forms for the students. In class extra time may be allowed and in-class assignments may be completed outside of class. Occasionally dictating and editing services and opportunity to do alternative projects may be offered.

Instructors sometimes provide written outlines of lectures, programmed self-paced instruction, detailed syllabi, a variety of teaching methods, and deliberate introduction of new vocabulary.

Technical aids include tape recorders, note takers, and computer assisted instructional software to supplement course work. Occasionally taped and/or highlighted texts are available.

Support to instructors is an important aspect of the program.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students from the counseling department and from the Colorado Division of Rehabilitation. Individual social adjustment counseling is provided by the counseling department as well as by program personnel at no charge.

PROGRAM EMPHASIS:

1. Thorough, comprehensive individual assessment
2. Support to instructors who teach learning disabled students
3. Career/vocational assessment and counseling
4. Individual and small group instructional support
5. Counseling for social emotional issues

COMMENT:

The program works with support agencies and public schools to gather information on students and develop a plan for success based on past educational and vocational training, experience and test results.

NAME:
Pueblo College of Business and Technology

TYPE OF SCHOOL:
Two year private college

ENROLLMENT:
110

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
R. D. Wurster
Director
4035 Fortino
Pueblo, CO 81008
Telephone: 719/545-3100

ADMISSIONS/REGISTRATION:
Requirements are a high school diploma or a G.E.D. Individual counseling is available for the L.D. student who may obtain financial assistance through Vocational Rehabilitation or Social Services (if qualified). Required courses may be taken at another school and transferred in, or the student may enroll in a "Challenge Class."

IDENTIFICATION AND ASSESSMENT:
Problems are identified in the "Human Relations Course" by the director. Results are sometimes discussed at faculty meetings, with the student, the academic advisor, and instructors, and used to develop an educational plan and program. Students are urged to share their needs with their instructors.

PROGRAM:
There is no formal program. The needs of the L.D. student are handled in counseling, admissions, and by the director and instructors. Students who need help are to contact the director. Small group instruction is available in study skills, time management, learning styles and metacognitive strategies. Peer tutoring is available in basic skills, study skills and content areas. Tutors receive no special L.D. orientation.

INSTRUCTIONAL SUPPORT:
A variety of examination formats is used. Occasionally extended time and alternative projects are available. Instructors sometimes provide programmed self-paced instruction, alternative teaching methods, detailed syllabi and computer assisted supplemental software.

Technical aids include use of calculators and dictionaries in class, word processors and tape recorders.

Support to instructors is provided as needed.

PROGRAM EMPHASIS:

1. Individual and/or small group support
2. Support to instructors who teach learning disabled students
3. Counseling for social/emotional issues

COUNSELING:
Counseling is provided by the director and a concerned faculty.

NAME:
Pueblo Community College

TYPE OF SCHOOL:
Two year state community college and area vocational school

ENROLLMENT:
1,800

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Chris A. Campos
Coordinator, Supplemental Services
900 West Orman Avenue
Pueblo, CO 81004
Telephone: 719/549-3318

ADMISSIONS/REGISTRATION:
Requirements include minimum scores on ACT or SAT plus assessment scores from high school. Learning disabled students are given credit for past work experience, have a personal interview and a special assessment. A letter is attached to each application to inform the L.D. student of the program. Credit is given for study skills, remedial classes and career exploration classes. The L.D. student is allowed to waive required courses by petition, can substitute one class for another, and can test out of required classes.

IDENTIFICATION AND ASSESSMENT:
All students are screened through the check off on the admissions form which indicates problem areas and full screening testing is part of the admissions procedure and career assessment. Free comprehensive individual assessments are available to all students. Results are shared with students, academic advisors, instructors and sometimes Vocational Rehabilitation Services, if appropriate. Students are urged to share results with pertinent people. Results are used to develop an educational plan and program.

PROGRAM:
The L.D. program, serving 32 students, has been operating for seven years under the direction of a full time coordinator and a half time tutor/data entry operator. It is a part of a larger program which serves 120 handicapped students. The program has established a definition of learning disabilities and entry criteria. Economically and academically disadvantaged students are also served by the Supplemental Services Department.

The program provides free individual tutoring in basic skills and course content and small group sessions in reading, writing, math, content areas, study skills, time management, learning styles, metacognitive strategies and basic skills. Labs and weekend sessions are also available. Tutors, who received training in learning disabilities, work with educational specialists and content area specialists to provide service.

INSTRUCTIONAL SUPPORT:
Instructors sometimes provide additional time and alternative settings for tests, readers and scribes, oral tests and allow tape recorded answers as well as occasional projects in lieu of tests. Students may on occasion use dictating and editing services. Instructors often provide written outlines of lectures, programmed self-paced instructions, varied teaching methods, detailed syllabi, and direct instruction in new vocabulary.

Technical aids include taped and highlighted texts, tape recorders, note takers, and computer assisted software to supplement course work. Dictionaries and calculators are allowed in class.

Consultation by program staff with instructors is the most important part of the program.

COUNSELING:
Counseling is available without charge to all students through the counseling department; however, Supplemental Services provides extensive counseling to the disabled. Career/vocational assessment, counseling and job placement services are an integral part of the program. Social adjustment counseling is available both on an individual and small group basis from the counseling department, Supplemental Services and in "Independent Living" classes.

PROGRAM EMPHASIS:

1. Support to instructors who teach the learning disabled
2. Career/vocational assessment and counseling
3. Thorough, comprehensive individual assessment
4. Individual and/or small group instruction
5. Counseling for social/emotional issues

COMMENT:
Students should notify the Supplemental Services Office of their needs prior to the first day of classes or during the application process so needed adjustments can be made.

NAME:
Red Rocks Community College

TYPE OF SCHOOL:
Two year community college

ENROLLMENT:
4,500 (head count)

HOUSING:
None available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Sarah Dey
Coordinator, Learning Development Center
12600 West 6th Avenue
Golden, CO 80401
Telephone: 303/988-6160

ADMISSIONS/REGISTRATION:
An applicant must be 16 years and one day old. Credit may be granted for prior learning. A basic skills assessment is given during the admissions process. L.D. students are urged to make their status known so that during registration specific instructors may be chosen.

Graduation credit is given for career exploration classes. Required courses may be waived by petition, a course may be taken elsewhere and transferred in or taken on a pass/fail basis. Prior learning may be documented by CLEP, challenge and a personal portfolio of learning outcomes.

IDENTIFICATION AND ASSESSMENT:
All students are screened with a basic skills test to determine level of proficiency. Results are discussed with the student, the academic advisor, the student's instructors and sometimes with appropriate agencies. The student is urged to share the information with pertinent people. Results are used to develop an educational program and plan.

PROGRAM:
The Learning Development Center, serving approximately 2,600 students annually, has been operating for 16 years under the direction of a full time coordinator. The staff includes tutors and general faculty. The program has established a philosophy and definition of learning disabilities, but also serves any students who are experiencing difficulty with academic work.

Individual and small group help in basic skills, content areas, study stills, time management, remedial reading, writing, math, learning styles, metacognitive strategies are all offered for credit. In addition courses are offered in basic skills development. Instructors may adjust performance requirements.

Service is supplied by trained peer tutors, educational and content area specialists.

INSTRUCTIONAL SUPPORT:
Instructors allow additional time and alternative test taking settings, readers and scribes, oral testing, tape recorded answers, and use of word processors during testing. A variety of ways are suggested for students to demonstrate skills other than examination.

In class the instructors provide extra time to complete assignments, permission to complete in-class assignments outside of class, some use of dictating and editing services and opportunity to do alternative projects. In addition programmed, self-paced instruction is common as are varied teaching methods and detailed syllabi and lecture notes.

Technical aids include permission to use dictionaries and calculators in class, highlighted texts, tape recorders, note takers and computer assisted supplemental instruction.

COUNSELING:
Career/vocational counseling, assessment, and job placement services are available to all students. This service is supported by program personnel. The Colorado Division of Rehabilitation also augments the program. Individual and small group social adjustment counseling is available to all students from the counseling department and to the L.D. student from program personnel as well. Counseling services are without charge to the student.

PROGRAM EMPHASIS:

1. Comprehensive individual assessment in basic skills and learning styles
2. Individual and small group instruction
3. Support to instructors who teach learning disabled
4. Career/vocational counseling
5. Social/emotional counseling

COMMENT:
Unique and useful factors of this program include thorough assessment, sensitive instructors who are willing to make changes and availability of developmental courses and tutoring.

This campus has been involved with the Colorado Community College Consortium for the Learning Disabled Federal Demonstration Project since 1987. Faculty and staff on this campus have been given the opportunity to learn about learning disabled students and how to accommodate their needs. Participation in project activities is voluntary. For further information, call the contact person for this school and ask for the CCCLD Site Trainer.

NAME:
Regis College

TYPE OF SCHOOL:
Four year private college

ENROLLMENT:
1,000

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Carla J. Clements, Ph.D.
Director, Regis Learning Center
West 50th Street and Lowell Boulevard
Denver, CO 80221
Telephone: (303) 458-4148

ADMISSIONS/REGISTRATION:
Requirements for "commitment" acceptance include a minimum grade point average of 1.8 and a minimum score of 300 on the SAT. Higher standards are required for standard acceptance. Letters of support and an evaluation of extra curricular activities are also important. Modified SAT scores are accepted. A certain percentage of students who do not qualify are admitted with exceptionally strong letters of recommendation.

Policies regarding financial aid are the same for all qualifying students. During registration learning disabled students are helped to chose instructors by informed advisors. Credit is given toward graduation for study skills and remedial classes. Required courses may be waived, taken at another school and transferred in, or one class may be substituted for another equivalent class. The foreign language requirement is the one most often waived for learning disabled students.

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admissions procedure to determine skill proficiency. Sometimes instructors also do informal screening in class. Should further assessment be necessary, it is available without charge. Assessments of students' achievement, oral communication and work and study habits are available. Results are discussed with the academic advisor and the student, who is urged to share them with his instructors and family. The evaluation is used to develop an educational plan and program.

PROGRAM:
The program, serving 20 learning disabled students, has operated for 15 years, under the direction of a full time director and two full time faculty members. The program uses the State of Colorado definition of learning disabilities and is part of a larger program, Regis Learning Center, which serves any student who requests academic assistance. Individual tutoring is provided in content areas, study skills, and time management. Small group sessions in basic skills, and a remedial basic skills course are available. Services are provided without charge by peer tutors who have received 15 hours of specific training, by educational specialists and content area tutors.

INSTRUCTIONAL SUPPORT:
During tests instructors often allow additional time and an alternative setting. Occasionally opportunity is provided for readers and scribes, oral testing, use of word processors, and tape recorded answers. A variety of ways for students to demonstrate knowledge and skills is provided. In class occasionally instructors may provide extra time to complete assignments, in-class assignments may be completed outside of class, dictating or editing services may be available or alternative projects may be submitted. A variety of teaching methods is used in many classes.

Sometimes technical aids such as tape recorders, note takers and computer assisted instructional software are available.

Support to instructors who teach the learning disabled is an important program emphasis.

COUNSELING:
Career counseling and job placement services are available to all students. The learning disabled receive support from program personnel as well. Individual social adjustment counseling is available through the counseling department with support from program personnel.

PROGRAM EMPHASIS:
1. Individual and/or small group instruction
2. Career/vocational assessment and counseling
3. Counseling for social/emotional issues
4. Thorough, comprehensive individual assessment
5. Support to instructors who teach the learning disabled

COMMENT:
The small school is sensitive to the needs of its students and can provide individual attention to meet these needs.

NAME:
San Juan Basin Area Vocational Technical School

TYPE OF SCHOOL:
Area vocational school

ENROLLMENT:
452 full time equivalent

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Larry Mooney
Supplemental Services Director
P.O. Box 970
Cortez, CO 81321
Telephone: 303/565-8457

ADMISSIONS/REGISTRATION:
An open door admissions policy allows anyone at least 16 years old to be considered for entrance. Practical nurse students may enroll at 16, but must be 18 to be licensed. Non-high school graduates are enrolled as special students. For each course of study, entrance requirements are established according to individual aptitude, physical qualifications, and personal interest. All students must present a transcript or a GED certificate prior to registration. Non-high school graduates must take an entrance test.

Learning disabled students may request a personal interview in lieu of meeting requirements. An L.D. student on financial aid is given special consideration; otherwise policies regarding L.D. students are the same as those governing the general population. No credit is granted for remedial course work; however, a required course may be waived, audited, or a student may take an examination to prove proficiency.

IDENTIFICATION AND ASSESSMENT:
All students are screened to determine the level of skill proficiency, informal testing may be administered in classes by individual instructors, and screening is given in certain classes by special services personnel. Should more extensive testing be needed, it is available through the Supplemental Services Coordinator. Results are shared with the student and his instructors and sometimes his family. The assessment may be used to develop an educational plan and program.

PROGRAM:
The L.D. program, serving 45 students, has been operating for 16 years under the direction of a full time Supplemental Services Coordinator. Part of a larger program serving students with other handicapping conditions, the LD program has an established philosophy and a definition of learning disabilities. Anyone who is failing or whose assessment scores reveal a need for help may receive services. Tutoring and small group sessions are provided without charge in basic skills, course content, study skills, time management, remedial reading, writing and math. Some attention is given to instruction in learning styles and metacognitive strategies. A basic skills course is offered as well. Services are supplied by untrained peer tutors and educational and content area specialists.

INSTRUCTIONAL SUPPORT:
During testing, instructors provide extended time, alternative settings, sometimes readers and scribes, oral testing and projects in lieu of examinations. Instructors provide a variety of test formats. In class, instructors may adjust performance expectations and use a variety of teaching methods. Sometimes written outlines of lectures, detailed syllabi, and deliberate introduction of new vocabulary are provided.

Technical aids include use of calculators and dictionaries during tests and in classes. Sometimes taped texts, highlighted texts, tape recorders, note takers and computer assisted instructional supplemented software are provided.

Support to instructors is a major part of the program.

COUNSELING:
Career/vocational counseling, assessment and job placement services are offered to all students from the counseling department with support from the program staff and the Colorado Division of Rehabilitation. Individual social adjustment counseling is available both from the counseling department and from the program staff for the L.D. student. No charge is made for these services.

PROGRAM EMPHASIS:

1. Career/vocational assessment and counseling
2. Individual and small group instructional support
3. Support to instructors who teach the disabled student
4. Counseling for social/emotional issues
5. Thorough, comprehensive individual assessment

COMMENT:
Limited enrollment permits the school to approach problems on an individual basis.

NAME:
San Luis Valley Area Vocational School

TYPE OF SCHOOL:
Area vocational school

ENROLLMENT:
Full time 162, part time 580

HOUSING:
None available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Frances Valdez
Coordinator, Learning Resource Center
1011 Main Street
Alamosa, CO 81101
Telephone: 303/589-5871

ADMISSIONS/REGISTRATION:
This is an open enrollment school. No special arrangements are made during admission or registration for the learning disabled. No required courses may be waived.

IDENTIFICATION AND ASSESSMENT:
All students are screened at admission to determine proficiency in basic skills. In addition instructors use informal testing in classes. Should extensive assessment be necessary, it is available without charge through the Learning Resource Center. Results are discussed with the student who is urged to share them with his family, academic advisor and instructors. The staff also discusses the student's needs with the instructors and uses the data to develop an educational plan and program. Testing is without cost to the student. If further testing is needed in an outside agency, a $15 fee is charged.

PROGRAM:
The program, serving all ESL, ABE and GED, disabled and handicapped students, under the supervision of a coordinator, and one full time computer lab technician/instructor, provides individual tutoring in basic skills, content areas, study skills, time management, learning styles, and metacognitive strategies. A remedial course in basic skills is offered. Tutors are educational and content area specialists.

INSTRUCTIONAL SUPPORT:
No instructional help is specifically reported but teachers do report names of at-risk students to Supplemental Services.

Technical aids include highlighted texts, and extensive use of computer assisted course work.

Support to instructors is a significant part of the program.

COUNSELING:
Career/vocational assessment is offered to all students. Individual counseling for social adjustment needs is available for the learning disabled student from the program staff.

PROGRAM EMPHASIS:
No special emphasis was reported.

COMMENT:
Individualized study and curriculum modification work toward student success.

NAME:
Trinidad State Junior College

TYPE OF SCHOOL:
Two year state community college

ENROLLMENT:
1,000

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Dr. Phyllis Brown
Director of Student Support Services
Trinidad State Junior College
600 Prospect Street
Trinidad, CO 81082
Telephone: 719/846-5654

ADMISSIONS/REGISTRATION:
This is an open enrollment school. Learning disabled students are identified through self-declaration, but there is no special consideration given these students during registration. Financial aid may be available to any qualifying student. Credit toward graduation is not granted for any remedial course work. Occasionally, however, a student may have a course waived by petition or may substitute an equivalent course for a required course.

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admissions procedure to identify skill proficiency. Learning disabled students are urged to indicate their prob'em areas on the college admissions form. Should further assessment be necessary, it is available through Student Services. Results are discussed with the student and his instructors, sometimes his academic advisor and used to develop an educational plan and program.

PROGRAM:
Learning disabled students are served by Student Support Services. The program, which has operated for 12 years under a director and two instructors/counselors, serves six learning disabled students, students with economic need (families with income at 150% of poverty level), and first generation college students. Services include instructional help in basic skills, course content, study skills, time management, learning styles and metacognitive strategies. Small group instruction is offered in remedial reading, writing, math and basic skills. A summer "Step-Up Institute" is provided for students who may need extra help before starting college in the fall.

Services are provided by untrained peer tutors, educational specialists and content area instructors. Tuition is charged for this help.

INSTRUCTIONAL SUPPORT:
Instructors sometimes provide additional time, alternative settings. Students may demonstrate their skills in a variety of ways. In class extra time may be provided and in-class assignments sometimes can be completed outside of class. Detailed syllabi, outlines of lectures, self-paced instruction, and deliberate introduction of new vocabulary may be used at the discretion of the instructors.

Technical aids include tape recorders, use of dictionaries and calculators in class and during tests, student note takers and computer assisted instructional software to supplement course work.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students without charge. The Colorado Department of Rehabilitation supplements this service for the handicapped. There is no special counseling tailored for the L.D. student.

PROGRAM EMPHASIS:

1. Thorough, comprehensive individual assessment
2. Individual and/or small group instructional support
3. Counseling for social/emotional issues
4. Support to instructors who teach the learning disabled students
5. Career/vocational assessment and counseling

COMMENT:
The primary needs of learning disabled students at this school are: 1. improvement of basic skills, 2. improvement of self concept and personal adjustment, and 3. development of compensatory skills to overcome difficulties.

NAME:
University of Colorado at Boulder

TYPE OF SCHOOL:
Four year state university

ENROLLMENT:
22,000

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Laura Fischer
Learning Disabilities Coordinator of O.S.D.S.
Office Services to Disabled Students
Campus Box 133
University of Colorado
Boulder, CO 80309
Telephone: 303/492-5614

ADMISSIONS/REGISTRATION:
Requirements for admission include a 2.0 GPA, a SAT score of 1,000, placement in the top 35% of the high school graduation class, letters of support, extracurricular activities, personal essays, and interviews; however, modified SAT tests are accepted, and a certain percentage of students who do not meet the requirements are admitted. A diagnostic interview will be administered on campus by the Learning Disabilities staff if requested. Learning disabled students are urged to reveal their problem and any documentation two years old or less to the University when making application. Instructors may be specifically chosen at registration if a student's needs are known.

General school policies regarding financial aid apply to all students.

No credit is awarded for any remedial classes; however, the language requirements may be waived by petition, language courses may be attempted and then petition made to withdraw, or there may be retroactive withdrawal from a failed course. In addition a substitution of an equivalent three semesters of culturally related courses may be petitioned for after a diagnosis by the language specialist.

IDENTIFICATION AND ASSESSMENT:
All students are screened as part of the admission process to determine skill proficiency. Learning disabled students are urged to indicate need for assistance and support on their application for admission or submit all diagnostic material less than two years old which verifies their disability.

If more extensive testing is indicated, it will be done by the program personnel. Results are discussed with the student, his academic advisor, his instructors, and sent to other agencies if appropriate. The student is urged to share the findings with pertinent people as well. Data are used to develop an educational plan and program.

There is no cost for learning disability diagnosis; however, there is a $150 fee for testing used to determine language substitution eligibility.

PROGRAM:
The Learning Disabilities Program, serving approximately 100 students, has been operating for nine years under the direction of a full time coordinator and two other full time specialists. Students with head injuries and neurological damage are also served. This program has a written philosophy and definition. Eligibility is determined through documentation of a learning disability, referral by staff or self and the results of a diagnostic assessment.

Individual tutoring and sometimes small group instruction is available in study skills, time management, learning styles and metacognitive strategies. Services are supplied through a combination of trained peer tutors, educational specialists and content area tutors.

No fee is charged for this service.

INSTRUCTIONAL SUPPORT:
During examinations students are allowed additional time, alternative settings and oral testing. They are sometimes assisted by readers and scribes. Projects may be submitted for tests and occasionally a student is permitted to tape record his/her answers. In the classroom, the instructor often allows extra time to complete assignments, the student may use dictating or editing services, sometimes substitute projects for written reports, and may take home exams. Occasionally instructors provide written outlines of lectures, detailed syllabi, and use a variety of teaching methods with direct introduction of new vocabulary.

Technical aids include tape recorders, note takers and computer assisted instructional software.

Support to instructors is a major emphasis of the program.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students with additional support to learning disabled students from program personnel. Individual and small group social adjustment counseling is available to all students from the counseling department with additional support from the learning disabilities staff.

There is no charge for this service.

PROGRAM EMPHASIS:

1. Thorough, comprehensive individual assessment
2. Individual and/or small group instructional support
3. Support to instructors who teach learning disabled students
4. Counseling for social/emotional issues
5. Career/vocational assessment and counseling

COMMENT:
Students are urged to take the responsibility to carry information concerning their strengths and weaknesses to the faculty and staff in order to facilitate learning accommodations.

NAME:
University of Colorado at Colorado Springs

TYPE OF SCHOOL:
Four year state university

ENROLLMENT:
5,702

HOUSING:
None available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Coordinator of Disabled Student Services or any staff person with:
Counseling, Placement and Special Programs
P. O. Box 7150
Colorado Springs, CO 80933-7150
Telephone: 719/593-3265

ADMISSIONS/REGISTRATION:
GPA, SAT and ACT scores, class rank and quality of academic units undertaken interact to determine eligibility for admission. College entrance scores modified by ETS and the College Board are accepted. Some students who do not meet all of the entrance requirements are considered on an individual basis. The LD student is urged to indicate his/her disability on his/her application. If he/she qualified for financial aid, unusual costs associated with the disability can be considered. Students can petition to academic departments for courses that cannot be completed successfully due to their disability, and if there is no possible support that can be provided.

IDENTIFICATION AND ASSESSMENT:
There is no screening of all students to determine level of skill proficiency or learning problems. Students should provide test results which determine the level of or severity of the disability. Results are discussed with the student who is urged to share them with his/her parents, advisor and instructors. Occasionally the staff discusses the results with the student's advisor and instructors as well. Results are used to develop an educational plan and program.

PROGRAM:
The UCCS Disabled Student Services serves all students having identifiable disabilities. Its primary philosophy is to help the student be as independent as possible by providing an individual support program of services which will enable the student to succeed at UCCS.

It provides tutoring and small group instruction in basic skills, course content areas, remedial reading, writing and math, study skills and time management. Some attention is given to learning styles and metacognitive strategies. Services are supplied by graduate students, educational specialists and content area tutors. Lay interns receive in-service training by staff to insure program delivery of services.

INSTRUCTIONAL SUPPORT:
During testing, instructors provide extended time, alternative settings, readers and scribes, oral testing, opportunity to tape record answers, and occasionally word processors. In class instructors provide extra time, and in-class assignments may be completed outside of school. Sometimes alternative projects are accepted and dictating and editing services may be available. Varied teaching methods, detailed syllabi, and a written outline of lectures is provided. Communications with professors is essential to having a successful academic experience.

Technical aids include use of calculators and dictionaries, tape recorders and note takers and interpreters.

Support to instructors who teach the disabled is an important part of the program.

COUNSELING:
Career/vocational counseling, assessment, and career marketing services are available to all students from the counseling department at no charge. Support is provided for the L.D. student from both the Colorado Division of Rehabilitation and from program personnel. Individual and small group social adjustment counseling is provided by the counseling department at no charge.

PROGRAM EMPHASIS:

1. Career/vocational counseling and assessment
2. Counseling for social emotional issues
3. Support to instructors who teach L.D. students
4. Thorough comprehensive individual assessment
5. Individual and/or small group support

COMMENT:
Personal attention to students' needs help them to succeed.

NAME:
University of Colorado at Denver

TYPE OF SCHOOL:
Four year state university

ENROLLMENT:
10,495

HOUSING:
Not available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Betsy Cabell, Ph.D.
Coordinator, Special Learning Support Program
Box 600
1111 West Colfax Avenue
Denver, CO 80204
Telephone: 303/556-8455

ADMISSIONS/REGISTRATION:
Admissions requirements include a score of 23 on the ACT, or 1,000 on the SAT and a class rank in the upper 40th percentile. Transfers must have earned 12 credit hours for liberal arts, 24 credit hours for business or engineering programs and a 2.0 GPA. Modified SAT or ACT test scores are accepted. A certain percentage of students are admitted who do not qualify according to admission criteria, but must qualify as "disadvantaged."

During registration, students may consult with program advisors about selecting instructors. Credit is granted for study skills but not for any other remedial work. Required courses may be waived through petition after an attempt has been made to pass them. A class may be substituted for an equivalent class, and classes may be taken on a pass/fail basis.

FOR ADDITIONAL INFORMATION, SEE LISTING UNDER COMMUNITY COLLEGE OF DENVER.

NAME:
University of Denver

TYPE OF SCHOOL:
Four year private university

ENROLLMENT:
Approximately 7,200 (3,200 undergraduates)

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Maria Armstrong
Director of Special Services
Driscoll Center South, Counseling Center
University of Denver
Denver, CO 80208
Telephone: 303/871-2280

ADMISSIONS/REGISTRATION:
Students admitted through regular admissions process: GPA of 3.0, SATs of 1,060 or ACT of 24, top 2/5 of class. Letters of recommendation and personal essay required. Interview is recommended. Learning disabled applicants must submit recent diagnostic testing including a WAIS and achievement testing, along with letters of recommendation from teachers, counselors, educational specialists and L.D. specialists.

L.D. applicants must have at least a 2.0 GPA and a college prep curriculum in high school. There are no cutoffs on SAT or ACT and L.D. applicants are encouraged to take them untimed. An interview with D.U. personnel is highly recommended. There are no special remedial classes for L.D. students as they are expected to compete in regular classes. The foreign language requirement is the only requirement that can be waived.

IDENTIFICATION AND ASSESSMENT:
A general screening of students to identify skill deficits is not made; however, informal testing is done in English and mathematics classes. Should extensive testing be needed, it is available at moderate cost. Results are discussed with the student, his academic advisor and other agencies, if appropriate. The student is urged to share the results with his advisor, instructors and family. Results are used to develop an educational plan and program. Pre-existing testing which the student brings with him is used in the same way.

PROGRAM:
The L.D. program, serving approximately 40 students, has been operating since 1983 under the direction of a full time director, an assistant and an L.D. specialist. Called the Learning Effectiveness Program, it operates under a written philosophy, exclusively for L.D. students. Cognitive strategy development is the emphasis. Individual instruction in learning styles and metacognitive strategies and small group instruction in study skills and time management are all provided. Non-traditional study skills designed to teach reading, writing and memory skills are taught to the student who is treated as a responsible adult. Specially trained peer tutors, graduate students, educational and content specialists all provide help.

Cost for the Learning Effectiveness Program is $1,200 for the first year; $750 thereafter.

INSTRUCTIONAL SUPPORT:
First year students must work with a tutor on developing cognitive strategies and must attend a writing seminar during their first quarter. Subject tutors along with note takers and readers are available. The majority of faculty allow extended time on tests. Paper editing and writing assistance as well as availability of a word processor are part of the program. Consultation with faculty is a priority.

COUNSELING:
Career/vocational counseling, assessment, and job placement services are available to all students at no cost. The program staff works in this area with the learning disabled student as well. Individual and small group social/adjustment counseling is available through the counseling department.

PROGRAM EMPHASIS:

1. Development of Cognitive Strategies so that L.D students may function as independently as possible
2. Counseling re: academic, social/emotional, and career issues
3. Thorough, comprehensive diagnostic assessment
4. Development of faculty awareness regarding learning disabilities and how best to help L.D. students

COMMENT:
"The LEP is designed to meet the needs of bright, highly motivated students who wish to pursue a college degree. Students must acknowledge their learning disabilities and are encouraged to reveal their special needs to the faculty." (From the Learning Effectiveness Program flyer, University of Denver, 1987)

NAME:
University of Northern Colorado

TYPE OF SCHOOL:
Four year state university

ENROLLMENT:
9,257

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT;
James Bowen
Director, Resources for Disabled
University of Northern Colorado
Greeley, CO 80639
Telephone: 303/351-2289

ADMISSIONS/REGISTRATION:
Requirements include GPA, SAT or ACT scores, and class rank. From these three criteria, an admissions index is calculated. There are no special admissions considerations for the learning disabled student. No special arrangements or treatment for the L.D. student are made and no courses are waived.

IDENTIFICATION AND ASSESSMENT:
No screening of the general student population is done to identify learning problems. Assessment is not provided. Should a clinical diagnosis be available, the student can be served on an individual basis.

PROGRAM:
The program, Resources for the Disabled, has a full time director and primarily serves the physically disabled student. No specific program is available for the learning disabled. Tutoring is available from peer tutors and program specialists.

INSTRUCTIONAL SUPPORT:
There is no specific support to the learning disabled; however, those students are assisted on an individual basis. Academically deficient or physically handicapped may be granted additional time to take tests.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students. No special considerations are given to the L.D. student.

Individual and small group counseling is available to all students for social adjustment problems through the counseling department. Services are provided without charge.

PROGRAM EMPHASIS:

1. Individual and/or small group support.

COMMENTS:
Although no program designed specifically for the learning disabled student exists, those students who require help are assisted on an individual basis.

NAME:
University of Southern Colorado

TYPE OF SCHOOL:
Four year state university

ENROLLMENT:
3,650

HOUSING:
Available on campus

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Sam O. Clay
Assistant Director of Counseling and Health Services
2200 Bonforte Boulevard
Pueblo, CO 81001
Telephone: 719/549-2833

ADMISSIONS/REGISTRATION:
Requirements include a 2.00 GPA, total ACT scores of 18.5, and placement in the upper two thirds of the high school class. These requirements are somewhat flexible and a certain percentage of students who do not meet them are admitted. Policies for the learning disabled student are the same as for the general population. No credit is offered for any remedial course work, nor are any required courses waived.

IDENTIFICATION AND ASSESSMENT:
There is no screening of incoming students to determine skill proficiency level. A variety of assessments is available from the Assistant Director of Counseling, should they be necessary. The results are discussed with the student who is encouraged to share them with his/her academic advisor, instructors and family. Sometimes the results are used to develop an educational plan and program. This service is provided at no cost to the student.

PROGRAM:
There is no specific program available for the learning disabled student reported. The Assistant Director of Counseling and Health Services has worked for two years with 10 part time special services tutors to assist students who need help. Individual tutoring is available in basic skills, content areas, study skills and time management. Some small group instruction also occurs. A course in basic skills is offered.

INSTRUCTIONAL SUPPORT:
During testing instructors allow additional time. Sometimes an alternative setting, readers and scribes, oral testing, and word processors are also provided. A variety of evaluative techniques may be used. In class, an instructor sometimes allows extra time to complete assignments, and may allow a student to complete an in-class assignment out of class. Occasionally instructors may offer the opportunity to do alternative projects or supply dictating and editing services. Varied teaching techniques and detailed syllabi are sometimes supplied.

Technical aids include taped texts, tape recorders, note takers, and computer assisted software to supplement course work.

Support to instructors is a part of this program.

COUNSELING:
Career/vocational counseling, assessment and job placement services as well as individual and small group social adjustment counseling is available to all students without charge.

PROGRAM FOCUS:

1. Career/vocational assessment and counseling
2. Counseling for social emotional needs
3. Individual and/or small group instructional support
4. Support to instructors
5. Thorough, comprehensive and individual assessment

COMMENT:
The college reports that they have not developed comprehensive strategies for addressing the needs of the learning disabled student.

NAME:
Western State College

TYPE OF SCHOOL:
Four year state college

HOUSING:
Available on campus

ENROLLMENT:
2,500

FOR SPECIFIC INFORMATION ON SERVICES TO LEARNING DISABLED CONTACT:
Mary Jo Schumacher
Director, Advising Services
Western State College
Gunnison, CO 81230
Telephone: 303/943-2130

ADMISSIONS/REGISTRATION:
Admissions requirements include appropriate grade point average, class rank, and ACT scores. Special considerations are available for the learning disabled students. Letters of support, interviews, personal essays, and extracurricular activities will be considered. Thus some students who do not meet admissions standards may be admitted. Learning disabled students are urged to identify themselves on the admissions application. College credit will be granted for study skills and career explanation classes. Students may not waive a required course. There is no opportunity to choose specific instructors during registration. Financial aid policies are the same for all qualifying students.

IDENTIFICATION AND ASSESSMENT:
All students are screened to determine their level of skill pooroficiency. Learning disabled students are self-identified through the admissions application. Should further assessment be required, it is available in the following areas: interest, aptitude, learning style, vocational aptitude and work and study habits. Results are discussed with the student who is urged to share them with his academic advisor, instructors and family.

PROGRAM:
Seven learning disabled students are being served through the Handicapped Student Program which has been in operation for three years under the direction of a part time coordinator of advising services. Individual tutoring in basic skills, course content, study skills, time management, learning styles and metacognitive strategies are provided. Small group sessions are also available in remedial reading, writing, math, as well as in all of the above areas. Services are provided by untrained peer tutors and graduate students.

INSTRUCTIONAL SUPPORT:
During tests, instructors usually provide additional time, alternative settings and readers and scribes. Sometimes oral testing is permitted. During class, extra time is granted. Occasionally in-class assignments may be completed outside of class and students may use dictating or editing services when needed.

Instructors may use a variety of teaching techniques, detailed syllabi and instruction in new vocabulary.

Technical aids include tape recorders, student note takers and sometimes taped texts.

COUNSELING:
Career/vocational counseling, assessment and job placement services are available to all students. The Colorado Department of Rehabilitation and the program supplement this service for the learning disabled student. Social adjustment counseling is available to all students both on an individual and small group basis through the counseling department.

PROGRAM EMPHASIS:

1. Individual and/or small group instructional support
2. Support to instructors who teach learning disabled students
3. Counseling for social/emotional needs
4. Career/vocational assessment and counseling
5. Thorough, comprehensive individual assessment

COMMENT:
Expectations should be made of the learning disabled student in order to develop independence and self confidence. Colleges expect students to be responsible for themselves.

APPENDIX I

CHOOSING A POSTSECONDARY SCHOOL: GUIDELINE QUESTIONS

I. QUESTIONS TO ANSWER ABOUT YOURSELF BEFORE YOU DECIDE

1. Why do I want to attend another school after high school?

2. How will I pay for tuition and books?

3. What are my plans after I attend a postsecondary school?

4. What kind of things do I do well?

   What do I enjoy doing?

   What do I learn easily?

5. How does my learning disability affect me?

   What kind of things are hard for me to learn?

6. What services or aids have helped me learn in the past?

7. What help do I think I'll need to succeed in college or vocational school?

8. Am I prepared to spend extra time and effort to succeed in college or a vocational program?

9. Can I explain to someone clearly and concisely what my learning problems are and how I learn the best?

   Am I willing to share this information with others?

10. Am I willing to visit the school to interview instructors and others who could help me and to observe classes I would be taking?

II. QUESTIONS TO ANSWER ABOUT THE SCHOOL(S) BEFORE YOU DECIDE

1. Name of school:

   What is name and phone number of the person at the school who works most closely with the learning disabled students?

2. What is it that I really like about this school?

3. Does the school have courses in the field I want to study?

4. What is the tuition? Will I have to pay room and board? Can I afford to go?

5. What are the requirements for being accepted to the school? Are there any special considerations given to learning disabled students if they don't meet the requirements?

6. Is there a special program to help learning disabled students? If yes, what is it called?

7. What kind of academic help is given to learning disabled students?

   Basic skills tutoring?

   Subject area tutoring?

   Other?

8. Are special tests given to help me understand my strengths, interests, aptitudes and areas of weakness?

9. Are there special staff members who help learning disabled students?

   If yes, does the staff
   - tutor

   - help students plan their academic program

   - act as an advocate for L.D. students with instructors

   - consult with instructors

   - help teach classes that L.D. students are taking

10. Are the following aids available to learning disabled students?

- taped texts
- tape recorders
- calculators
- typewriters
- word processors
- note takers
- alternative test arrangements

11. Are the following counseling services available?

- individual
- career
- group
- L.D. peer groups

12. Is there assistance in the career/vocational area in the following?

- extra help in the classrooms
- supervised job experience
- transitional planning and assistance

13. Is it possible to "waive" a required class?

If yes, how is that done?

14. Are there special classes that teach study skills and thinking skills? If yes, are they credit courses?

APPENDIX II

REFERENCES FOR STUDENTS, TEACHERS AND COUNSELORS

I. DIRECTORIES OF COLLEGES WITH PROGRAMS FOR THE LEARNING DISABLED

1. A Guide to Colleges for Learning Disabled Students

Editor: Mary Ann Lisco
Publisher: Academic Press, New York, 1984
Cost: $24.95
Order through local bookstores

A listing of two- and four-year colleges that have indicated specific services and arrangements for learning disabled students. This book is difficult to use because there is no table of contents.

Colorado schools included:
Denver Auraria Community College, Community College of of Denver, North Campus, Colorado State University, Fort Lewis College, Metropolitan College, University of Colorado, University of Northern Colorado, University of Southern Colorado

2. Lovejoy's College Guide for the Learning Disabled

Authors: Charles Straughan II and
Dr. Marvell S. Colby
Publisher: Monarch Press, New York, 1985
Cost: $9.95
Order through local bookstores

This publication includes chapters on getting ready for college, coping skills, the Bridge to College and Going to College. The narrative seems to be directed more to parents than to the student.

Colorado schools included:
University of Colorado (Boulder), Colorado School of Mines, Colorado State University, University of Denver, Regis College, University of Southern Colorado, Western State College

3. A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities, 5th Edition

Editor: P.M. Fielding
Publisher: Partners in Publishing, 1985
Cost: $15.95 + $2.00 postage
Order from: Partners in Publishing
Box 50347
Tulsa, OK 74150

This publication includes a brief summary of services available at the schools included and a narrative section with an introduction, suggestions for directory use and information on possible services that may be helpful to learning disabled students.

PIP (Partners in Publishing) also publishes College HELPS Newsletter, several other books and a videotape related to college programs for the learning disabled. A price list is available upon request.

Colorado schools included:
Aims Community College, Colorado State University, Community College of Denver - Red Rocks, Front Range Community College, Metro State College (program no longer in existence), University of Southern Colorado

4. Peterson's Guide to Colleges with Programs for Learning Disabled Students

Authors: Charles T. Mangrum and Stephen S. Strichart
Publisher: Peterson's Guides, Princeton, NJ, 1985
Cost: $13.95
Order through local bookstores

This book includes introductory sections with suggestions for choosing a school and a general section on learning disabilities and services required to meet the needs of the learning disabled. Each college listed is covered by a full page description of the school and the LD program. Only four-year colleges are described in this publication.

Colorado schools included:
Colorado State University, Fort Lewis College, Regis College, University of Colorado at Boulder, University of Denver

II. PUBLICATIONS CONTAINING GUIDELINES AND ADVICE ON CHOOSING A COLLEGE, EVALUATING LEARNING DISABILITIES SUPPORT SERVICES, AND BEING SUCCESSFUL IN COLLEGE

1. Unlocking Potential

Authors: Barbara Scheiber and Jeanne Talpers
Publisher: Closer Look/Parents' Campaign for Handicapped Children and Youth
1201 16th Street, N.W.
Washington, DC 20036 (1987)
Cost: $17.95 (includes postage and handling)

A helpful book for parents and potential college students. Specific college programs are mentioned as examples of outstanding services but this is not a directory of colleges. Topics covered include diagnosis and testing, choosing courses, making accommodations, study skills and counseling services.

2. College and the Learning Disabled Student

Authors: Charles T. Mangrum II and Stephen S. Strichart
Publisher: Greene and Stratton, Inc., NY, 1984
Cost: $26
Order from: ACLD
9156 Library Road
Pittsburgh, PA 15234

This book provides an extensive discussion of program selection, development and implementation and contains helpful reference lists and bibliography. This is not a directory of college programs, but provides helpful information for visiting and choosing a college program. The authors do not consider vocational programs or community colleges.

3. "A Directory of College LD Services"

Author: Barbara Cordini
Published in: Journal of Learning Disabilities, Volume 15, No. 9, November, 1982, pages 529-534
Available at most college or university libraries

A short article that lists books, guides, and sources of compilations of college programs. This article is rather dated, but it does contain addresses of many schools, particularly in California, that offered programs in 1982. There are also some helpful suggestions for parents and students who are selecting a school.

4. Directory of Resources for Adults with Disabilities

Available from: William R. Langner
U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education
Room 522, Reporters Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5515
Telephone: (202) 732-2410

An extensive listing of resources for adults with disabilities.

Also available upon request from this source are "Fact Sheets" from The Clearinghouse on Adult Education and other helpful brochures and materials.

5. A Talking Mouth Speaks About Learning Disabled College Students

Author: Barbara M. Chesler
Cost: $3.50
Available from: "A Song"
P.O. Box 22206
Sacramento, CA 95822

A short booklet that contains a consideration of the variety of characteristics involved in learning disabilities. There is also a brief discussion of strategies that help learning disabled students. The main point of the booklet is that other people can act as "talking mouths," or advocates, for the learning disabled.

6. You're Not the Only One, Volumes I & II

Author: P.S. Tomlan
Cost: Volume I - $6.75
Volume II - $4.25
Available from: PST Educational Consultants
P.O. Box 620492
Littleton, CO 80126

These booklets are written for learning disabled students from preadolescent to young adulthood and can be read individually or in groups. Volume I has suggestions for coping with everyday school activities and for self understanding. Volume II contains suggestions for improving practical life skills'. Emphasis is on positive attitude, self help and self initiative.

III. SOURCES OF USEFUL INFORMATION CONCERNING EDUCATION FOR THE LEARNING DISABLED

1. ACLD, Inc.
   The Association for Adults and Children with Learning Disabilities. This organization acts as a clearing house for books and articles on learning disabilities. They will send a bibliography of the materials they have available.

   ACLD
   4156 Library Road
   Pittsburgh, PA 15234

2. Higher Education for the Handicapped
   An organization which focuses on postsecondary education for handicapped individuals. They have several publications focusing on issues relevant to the learning disabled and publish a newsletter called Information from HEALTH. To receive the newsletter, write and request to be put on the mailing list.

   HEALTH Resource Center
   One Dupont Circle, N.W.
   Suite 670
   Washington, DC 20036-1193

IV. BOOKS ON ADULT LEARNING DISABILITIES

1. Adults with Learning Disabilities. Clinical Studies.

   Editors: Doris J. Johnson and Jane W. Blalock
   Publisher: Greene and Stratton, Inc. (1988)
   Cost: $32.50

An excellent, up-to-date book. Chapter 14, "Issues and Concerns in LD College Programming," offers especially helpful information on choosing a school.

2. Learning Disabilities: The Struggle from Adolescence to Adulthood

   Authors: W.M. Cruickshank, W.C. Morse, and J.S. Johns
   Publisher: Syracuse University, NY (1980)
   Cost: $9.95 (paperback)
   Order through local bookstores

This book contains information obtained from interviewing several learning disabled individuals. It analyses their successes and problems as they make the transition to adulthood.

3. Learning Disabilities: An Overview of Theories, Approaches, and Politics

Author: Roa Lynn
Publisher: The Free Press, NY (1979)
Cost: $15.95
Order through local bookstores

The author, a learning disabled writer, summarizes the information she has obtained from extensive interviews and research in the field of learning disabilities.

V. DIRECTORIES LISTING COLLEGES, VOCATIONAL SCHOOLS AND PRIVATE OCCUPATIONAL SCHOOLS IN COLORADO

1. Area Vocational School Handbook

Available from: State Board for Community Colleges and Occupational Education
Support Services Branch
Centennial Building, 2nd Floor
1313 Sherman Street
Denver, CO 80203
Telephone: (303) 866-3063

Cost: Free

A listing of seven area vocational schools in Colorado, briefly describing admissions requirements, financial aid, facilities and programs.

Area Vocational Schools are located in Aurora, Boulder, Delta, Denver, Fort Collins, Cortez and Alamosa.

2. Colorado Council Handbook for 1986/87

Published by: The Colorado Council on High School-College Relations
Available by mail from: Handbook Order
c/o Harlan Steinle
16 Clover Place
Durango, CO 81301
Telephone: (303) 247-7184

Cost: $6

A practical, comprehensive guide and directory for the 36 two-year community and four-year colleges and universities in Colorado.

3. Colorado Private Occupational School Directory

Available from: State Board for Community College
and Occupational Education
Private Occupational Schools Section
223 Centennial Building
1313 Sherman Street
Denver, CO 80203
Telephone: (303) 866-2553

Cost: Free

A listing of over 125 private occupational schools approved to do business in Colorado. Approved programs taught by each school and hours required in each program are listed.

The Special Education Services Unit of the Colorado Department of Education would appreciate your comments about *Colorado Options*. With your help we can make the second edition even better!

Please take a minute to complete this evaluation. Then just fold it and mail it back to us. Thanks!

For each item below, circle the number that best matches your opinion.

	POOR	FAIR	GOOD	EXCELLENT
1. Quality of information contained in the book:	1	2	3	4
2. Usefulness to students with learning disabilities:	1	2	3	4
3. Format of information:	1	2	3	4

What did you find especially helpful or good about the handbook?

Suggestions for improvement?

Other comments:

Your position:

Number of students who have used the handbook:

Lois Adams
Special Education Services Unit
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203

FOR MORE COPIES OF THIS HANDBOOK

We at the Colorado Department of Education hope you will enjoy *Colorado Options: A Handbook of Post Secondary Services for Students with Learning Disabilities* and will find it useful! The publication of this handbook was made possible through funds associated with Public Law 94-142. A limited number of copies were made available to every high school in Colorado, the Special Education Directors of every administrative unit in the state, the post secondary institutions represented in this book, and to the Colorado Orton Dyslexia Society, the Colorado Association for Children and Adults with Learning Disabilities, and the Colorado Council for Learning Disabilities. Unfortunately, the Colorado Department of Education is not in a position to fill large orders. However, we want this handbook to reach as many people as possible. Therefore, those wishing to duplicate it may do so, in unlimited quantities and free of charge, as long as the following requirements are met:

1. Reproduce the handbook on good quality paper and in dark, clear print.

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Ms. Lois Adams
Special Education Services Unit
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203

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